



The Role of The Teacher in Promoting The Culture of Islamic Tolerance Among Tenth-Grade Students in Jordan From The Students' Point of View

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Abstract

The study aims to identify the role of the teacher in promoting the Islamic culture of tolerance among tenth-grade students in Jordan by keeping in view the relationship of tolerance to the variables of gender and place of residence. To achieve the objectives of the study, the descriptive approach has been used, in addition to using the questionnaire as a tool for the study which was applied to a sample consisting of two thousand male and female students studying in the second semester of the academic year (2023-2024). The results of the study show that twelve (12) items obtained a score of (very high), and sixteen (16) items obtained a score of (high). It has been observed that the role of the teacher in promoting the culture of tolerance among tenth-grade students was high on the scale as a whole, in addition to the presence of statistically significant differences between the students' opinions according to the variables of gender, in favor of males and place of residence, and favor of students in rural areas and villages.

Keywords: Teacher, Role, Reinforcement, Tolerance, Culture, Students.

INTRODUCTION

It is considered that Tolerance is one of the moral aspects imposed by our true Islamic religion, and the reality of modern societies which face types of violence, intolerance, and differences (a report Development Mankind, 2009)¹ that the world order today faces many disturbances and conflicts that threaten the security and safety of countries and humanity. Tolerance, in a culture, is a prerequisite for building relationships between individuals and groups of individuals in human societies. It has become a social and educational necessity to maintain the ingredients and fabric of Social and solid cultural values of Humanity. An announcement on the principles of tolerance has been made by UNESCO (1995) which determines tolerance as a global commitment for the Member States of the United Nations to work, consolidate, and achieve tolerance as a concept of culture and value, as a moral duty, and

¹ Thomas -Human Development Report. (2009). United Nations Development Programme.

legal and political necessity.² Therefore, tolerance is the most essential component of education as it represents protection for society and Social institutions, seeking to instill security, peace, and a will to resolve conflicts and differences between individuals. The purpose of education, in various institutions, is to spread the thought of tolerance and the establishment of a culture of tolerance among their learners.³

The school is considered to be one of the most important places in the country to instill tolerance among learners, given the multiplicity of social, intellectual, and cultural differences. Therefore, the role of education in Schools, relying on the application of systematic and rational methods in teaching and learning tolerance, is to make people prepared to play their role in life. The teacher forms the main pillar in applying the various classroom activities that consolidate the concept and culture of tolerance among the learners. The teacher is a role model regarding his behavior and actions in front of his learners. As an educated person, he should impart the concept of tolerance to the students with positivity.⁴ He is responsible to instill positive behavior in his learners and correct their negative behavior. Keeping in view the role of teachers, this study aims to identify the role of male and female teachers in promoting the Islamic culture of tolerance from the point of view of tenth-grade students in Jordan.

Many studies have been conducted on the issue of tolerance among students. Al-Qarsh (2017)⁵ conducted a study that aimed to identify the concept and dimensions of values of tolerance from an educational perspective and to identify the reasons for paying attention to those values to identify the roles of some educational institutions in developing and promoting values of tolerance among students. The researcher has used the descriptive analytical method with the aim of monitoring and analyzing the elements of the phenomenon. The study came with the most important result that the teacher plays the role of a good role model by practicing his behavior with students in accepting criticism, cooperating, respecting, and being kind to them. The results of the study indicate the necessity of teaching courses that take into account cultural diversity through practicing activities that help the students of industrial education adopt tolerant behaviors with interest by holding seminars and training programs in which all institutions of the community can participate.

Al-Sayegh's study aimed to identify the extent of the stage teachers' performance in high schools in the city of Riyadh for the development of values of tolerance in his students.⁶ He

² United Nations Educational, Scientific and Cultural Organization (UNESCO) (1995). UNESCO Declaration on Tolerance, UNESCO General Conference at its twenty-eighth session - November, Paris - France.

³ Sutrisno Sutrisno dan Juli Amalia Nasucha, "Islamic Religious Education Project-Based Learning Model to Improve Student Creativity," *At-Tadzkiir: Islamic Education Journal* 1, no. 1 (2022): 13–22, <https://doi.org/10.59373/attadzkiir.v1i1.3>.

⁴ Syahrul Ode Aliani dkk., "The Role of Islamic Religious Counselors in Providing Religious Understanding of Ta'lim Councils in Minority Areas," *Dirasah International Journal of Islamic Studies* 1, no. 2 (29 Oktober 2023): 89–101, <https://doi.org/10.59373/drs.v1i2.19>; Siti Na'ilul Hidayah dan Ashif Az-zafi, "The Role Of The Religious Laboratory In Improving Students' Understanding Of Fiqh Lessons," *Tafkiir: Interdisciplinary Journal of Islamic Education* 2, no. 2 (25 Juli 2021): 157–74, <https://doi.org/10.31538/tijie.v2i2.53>; Chairunnisa Amelia dkk., "The Principal's Role as Education Supervisor in Improving Teacher Professionalism," *Nidhomul Haq : Jurnal Manajemen Pendidikan Islam* 7, no. 1 (6 April 2022): 144–55, <https://doi.org/10.31538/ndh.v7i1.2075>.

⁵ Al-Qarsh, O. A proposed vision for developing the values of tolerance among industrial education students, *Journal of the College of Education, Al-Azhar University*, (176), Part One, December (2007)

⁶ Al-Sayegh, A. The role of the teacher in developing moral values among secondary school students in Riyadh. Unpublished master's thesis, College of Education, King Saud University, Kingdom of Saudi Arabia. (2020).

opined that teachers and principals face many obstacles while doing their part. The researcher used a descriptive-analytical approach according to the variables. The study was conducted based on years of experience, specializations, and educational qualifications. A questionnaire was prepared and distributed among several teachers and principals of secondary schools. The study concluded with the most important finding that there were no differences between the responses that the teachers gave about the extent to which the teacher fulfills his role regarding the development of values of tolerance among students. According to statistically significant differences attributed to the experience variable, the statements of the questionnaire's axes have degrees of agreement such as *large* and *very large*, as the sample members believe that teachers play their role towards students in developing moral values.

Al-Najem⁷ also conducted a study aimed at identifying the degree to which Islamic education teachers possess the values of religious tolerance and their role in developing them among secondary school students from the point of view of educational supervisors in the Kingdom of Saudi Arabia. The study sample included (200) teachers and (50) educational supervisors, and the study reached results showing that the degree of Islamic education teachers' possession of the values of religious tolerance was (medium), while their role in developing the values of tolerance for secondary school students was (weak).⁸ Based on the results, the study recommended the importance of providing teachers with preparation programs with courses on religious tolerance, and paying attention to developing training programs to provide in-service teachers with the ways and methods to develop the values of religious tolerance and spread the culture of dialogue among their students.

Another study by Willemes & Vermeer⁹ was conducted on (199) teachers and (888) students who were selected from (20) schools in Germany to determine the teachers' opinions on the extent to which they practice behaviors that encourage tolerance, justice, and solidarity when dealing with students, and the student's opinions on the extent to which they practice behaviors that encourage tolerance, justice, and solidarity when dealing with their fellow students. The results of the study showed that teachers did not take much interest in responding to the questions and their views on tolerance were exaggerated within the classroom to a high degree. As for the students, they believed that teachers were careful about the application of justice to a high degree. But, when he analyzed them for tolerant behaviors, he received an average score.¹⁰

⁷ Al-Najem, A. The degree to which Islamic education teachers possess the values of religious tolerance and their role in developing them among secondary school students from the point of view of educational supervisors, doctoral dissertation, King Saud University, Riyadh, Kingdom of Saudi Arabia, (2026).

⁸ Ahmad Muktamar B dkk., "The Role of Quality Human Resources in Developing Missions of Future Universities in Indonesian Higher Education," *Munaddbomah: Jurnal Manajemen Pendidikan Islam* 4, no. 1 (14 Februari 2023): 49–59, <https://doi.org/10.31538/munaddhomah.v4i1.342>; Muhammad Nawawi Fathullah dkk., "Management of Digital Literacy-Based Work Practice Training in The Boarding School Environment," *Munaddbomah: Jurnal Manajemen Pendidikan Islam* 4, no. 1 (23 Januari 2023): 1–11, <https://doi.org/10.31538/munaddhomah.v4i1.230>.

⁹ Willemes, F., Vermeer, P. Students Perceptions and Teachers self-ratings of Modeling Civic Virtues: an exploratory empirical study in Dutch primary schools, *Journal of moral education*, 41 (1). 2012

¹⁰ Ani Aryati dan A. Suradi, "The Implementation of Religious Tolerance: Study on Pesantren Bali Bina Insani with Bali Hindus Communities," *Jurnal Ilmiah Peuradeun* 10, no. 2 (30 Mei 2022): 471–90, <https://doi.org/10.26811/peuradeun.v10i2.646>; Muhammad Anas Maarif dkk., "Implementation of PAI Learning

Donnelly¹¹ also conducted a study that aimed at identifying the effect of teachers in supporting and instilling the values of tolerance in students of Ireland. It also focuses on how teachers' presentation of behavioral models can support understanding and tolerance among students. Eighteen (18) teachers were taken as samples. The findings showed that the teachers contribute a lot to strengthening the values of tolerance among social groups and students. The study also focuses on how teachers do not ignore the social issues that contribute to creating divisions within society. The study recommended that it is important to equip teachers with the required information and skills that will help them teach values of tolerance to students.

Saglam and Caliskan's (2012)¹², study was conducted on a sample of (899) male and female students in five primary schools in Turkey, which aimed to analyze students' tendencies towards tolerance. The researchers used a questionnaire consisting of (30) items. The study found that primary school students have tendencies toward tolerance. The female students' scores were higher than those of the male students in their tendencies toward tolerance, and students in the higher grades had weak tendencies toward tolerance.

Sobani's¹³ study aimed to analyze the current situation of the values of tolerance in educational policies in Palestine and the most significant difficulties faced by the educational sector in the field of applying the concepts of tolerance by identifying the viewpoints of students in the secondary stage. It also sought to identify the attitudes of teachers and school principals regarding civic education and the application of the concepts of civic values on tolerance. The study showed that there was an obvious lack of communication, dialogue, and listening skills and a lack of interest in students on the part of teachers.

From the above-mentioned studies, it is quite obvious that teaching tolerance in the educational system through the content of curricula and teaching methods has become a matter of great interest. It requires evaluating the practices and roles of teachers to the extent to which they can promote tolerance in the teaching process. The most important role of a school teacher is to achieve a culture of tolerance by being a good role model based on the teachings of the true Islamic religion from which the students learn. The teacher adopts effective teaching methods and exploits the content of scientific topics in the school curricula to enhance students' participation through dialogue, discussion, and freedom to express opinions. Developing thinking skills within the educational system within the classroom is also one of the most important needs of the time.

Design in Developing Religious Tolerance in Public High Schools," *Tafkir: Interdisciplinary Journal of Islamic Education* 4, no. 4 (23 September 2023): 547–58, <https://doi.org/10.31538/tijie.v4i4.712>.

¹¹ Donnelly, C. Constructing the ethos of Tolerance and respect in an Integrated School: the role of teachers, *British Education Journal*, 30, (2). (2024)

¹² Saglam, H., Caliskan, H. A study on the Development of the Tendency to Tolerance Scale and an Analysis of the Tendencies of Primary School Students to Tolerance Through Certain Variables, *Educational Science*, 12(2), 1440-1445. (2022)

¹³ Sobani, S. Values of tolerance in Arab school curricula, Arab Network for Tolerance, Ramallah Center for the Study of Human Rights. (2012)

Problem of the Study:

Learning the culture of tolerance has become an educational and social necessity imposed by the reality of modern life which witnesses various types of conflicts, fanaticism, lack of respect, difficulty in coexisting, and chaos among members of society.¹⁴ Promoting a culture of tolerance requires reconsidering the educational system to become capable of deepening the culture of tolerance among students. Education, with its various institutions, is considered the most effective tool for strengthening a culture of tolerance among students to prevent intolerance and violence by teaching them their rights and duties to ensure respect for each other¹⁵. The importance of tolerance as a culture represents one of the basic conditions for achieving peace in human societies by teaching students the ethics of dealing with others, respecting them, accepting their opinions and points of view, and the importance of coexisting with them despite their diversity under the laws of the state.¹⁶

But today, there is an outbreak of intolerance and hatred in schools among groups of students, and the spread of hatred within the school community demonstrates the weakness and lack of interest of teachers in carrying out their professional and educational roles in promoting and enabling a culture of tolerance among school students.¹⁷ Therefore, the topic of the culture of tolerance has become a necessity that must be studied and the roles of teachers in promoting this culture among male and female students in schools should be known.

Research Questions:

What is the role of the teacher in strengthening the culture of tolerance in the tenth-grade students in Jordan from the point of view of the students themselves? Are there any significant statistical differences at the level of significance ($\alpha=0.05$) in the role of the teacher in strengthening the culture of tolerance in the tenth-grade students in Jordan from the point of view of the students themselves based on the variable of gender (Male/Female)? Are there any significant statistical differences at the level of significance ($\alpha=0.05$) in the role of the teacher in strengthening the culture of tolerance in the tenth-grade students in Jordan from the point of view of the students themselves based on the variable of the student's place of residence (city, village)?

Hypotheses:

The study attempts to confirm the following research hypotheses:

First Hypothesis: There are no statistically significant differences at the significance level ($\alpha = 0.05$) regarding the role of the teacher in promoting a culture of tolerance among tenth-grade students in Jordan from the point of view of the students themselves, which is attributed to the gender variable (Male/Female).

¹⁴ Hussein, A. Strengthening the culture of tolerance among university youth: a proposed educational vision according to the Islamic perspective, *Educational Journal*, vol. 42, Egypt. (2015)

¹⁵ Al-Shahwan, I. The teacher's strategy for supporting moderation and enhancing intellectual security between reality and hopes, *International Journal of Educational and Psychological Studies*, (3), (2), 370-391. (2018)

¹⁶ Al-Hindi, S. The role of the teacher in developing some social values among twelfth-grade students in the Gaza governorates from their point of view, Master's thesis, Islamic University, College of Education, Gaza. (2001)

¹⁷ Al-Sakarna, B. (The role of universities in the culture of dialogue and tolerance, *Umm Al-Qura University Journal for Sharia Sciences and Islamic Studies*, Issue (46), Mecca. (2010)

The Second Hypothesis: There are no statistically significant differences at the significance level ($\alpha = 0.05$) in the role of the teacher in promoting the culture of tolerance among tenth-grade students in Jordan from the point of view of the students themselves, which is attributed to the variable of the student's place of residence (city/village).

The Importance of Study:

The importance of the study emerges from the theoretical and applied aspects which appear as follows:

First: The Theoretical Importance:

The study reveals the role of school teachers in promoting a culture of tolerance among tenth-grade students. (1) Providing tenth-grade students with behavioral patterns and positive feelings towards others in school. (2) Promoting a culture of tolerance among tenth-grade students, which is considered extremely important for societies where justice and respect for others prevail, and spreading pluralism, especially in light of the various conflicts the world is witnessing.

Second: Practical Importance:

The current study can be used by educational decision-makers, planners, designers, curriculum designers, and faculty members in teacher preparation colleges and teacher training centers, to provide teachers and students with information, ideas, and experiences related to embedding a culture of tolerance in teaching, and in teachers' behavior in the classroom while dealing with students, and while applying classroom activities and educational situations.

The study represents a response to the recommendations made by many international studies and reports on the importance of promoting a culture of tolerance among learners in the educational stages. Informing teachers of the results of the study to learn about the viewpoints of tenth-grade students about their role in promoting a culture of tolerance.

METHOD

The approach of the Study:

The descriptive analytical approach was followed, which suits the nature of the problem of study, placing it in the correct framework, and interpreting the results related to the study.

Population and Sample:

The population of the study consists of all tenth-grade students (male and female) in Jordan for the academic year (2023-2024) from all education directorates and all schools supervised by the Jordanian Ministry of Education.

The sample of the study consists of two thousand (2000) male and female students studying in the tenth grade, who were selected by a simple random method to determine the role of school teachers in promoting the culture of tolerance during the teaching of their scientific subjects and classroom activities. The following table (1) shows the distribution of the study sample according to its variables:

Table (1)
The Sample of the Study According to the Variables:

Variables		the number	The ratio
Sex	Male	938	47%
	Female	1062	53%
Total		2000	100%
The student's place of residence	City	1211	60%
	Village	789	40%
Total		2000	100%

Methodology:

After reviewing a group of scientific and educational literature and studies related to the current study, such as study¹⁸, study¹⁹, study²⁰, study²¹, study²², and reviewing the materials (Charter of Principles of Tolerance) announced by UNESCO in the field of education, a questionnaire was prepared, designed and developed. To determine the role of the school teachers in promoting the values and principles of tolerance among tenth-grade students in Jordan. The questionnaire in its initial form consisted of thirty-two (32) statements and a five-point scale was used to determine the degree of promoting a culture of tolerance among tenth-grade students, according to the following division:

- 1- Disagree (1.80-1)
- 2- Agree with a low score (2.60-1.81)
- 3- Agree with a moderate degree (3.40-2.61)
- 4- Highly agree (4.20-3.41)
- 5- Agree to a very high degree (5-4.21)

Validity and Reliability of the Methodology:

First: The validity of the tool:

To ensure the validity of the study tool, the following steps were taken:

- 1- Content Validity (apparent validity): The apparent validity of the study tool was calculated by presenting it in its initial form to a group of (10) specialized arbitrators from different educational institutes such as Al-Balqa Applied University, Yarmouk University, and the University of Jordan to express their observations and opinions about it. The suitability and clarity of the phrases and the sentences and their connection to the objectives and questions of the study have all been taken care of by the researcher. It has been observed that the percentage

¹⁸ Saleh, N. The effectiveness of a proposed program in social studies to develop the values of tolerance and acceptance of others for second-year middle school students, Master's thesis, Faculty of Education, Helwan University. (2010)

¹⁹ Watfa, A. Education for Tolerance, Tolerance Magazine, Sultanate of Oman, third year, Issue (11), 212-237. (2010)

²⁰ Al-Qarsh, O. A proposed vision for developing the values of tolerance among industrial education students, Journal of the College of Education, Al-Azhar University, (176), Part One, December. 2017

²¹ Al-Sayegh, A. The role of the teacher in developing moral values among secondary school students in Riyadh. Unpublished master's thesis, College of Education, King Saud University, Kingdom of Saudi Arabia. (2020)

²² Al-Najem, A. The degree to which Islamic education teachers possess the values of religious tolerance and their role in developing them among secondary school students from the point of view of educational supervisors, doctoral dissertation, King Saud University, Riyadh, Kingdom of Saudi Arabia. (2016)

of agreement on the validity of the phrases of the questionnaire reached (83%). All the notes that were agreed upon were taken, and the necessary modifications were made so that the tool might have a final form of (28) items measuring the role of the school teachers in promoting the values and principles of tolerance.

2- Validity of Internal Consistency: The internal consistency of the items of the study tool was calculated on a survey sample consisting of (60) male and female students in the tenth grade in Jordan from the same study population but from outside its sample, by calculating the correlation coefficients between the score of each item and the total score of the tool. The following table No. (2) explains this:

Table (2)

The correlation coefficient is the level of significance between each item of the tool and its total score

Values and Principles of Tolerance among Tenth-grade Students in Jordan					
M.	Correlation coefficient	value (Sig.)	M.	Correlation coefficient	value (Sig.)
1	*0.487	0.000	2	**0.547	0.000
3	**0.447	0.000	4	**0.496	0.000
5	**0.547	0.000	6	**0.531	0.000
7	**0.497	0.000	8	**0.556	0.000
9	**0.430	0.000	10	**0.542	0.000
11	**0.568	0.000	12	**0.436	0.000
13	**0.557	0.000	14	**0.590	0.000
15	**0.582	0.000	16	*0.520	0.000
17	**0.547	0.000	18	**0.492	0.000
19	**0.521	0.000	20	**0.448	0.000
21	*0.561	0.000	22	**0.552	0.000
23	**0.503	0.000	24	**0.509	0.000
25	**0.447	0.000	26	**0.447	0.000
27	**0.547	0.000	28	**0.547	0.000

** The correlation is significant at the significance level of 0.01

From the table No. (2), it appears to us that all probability values are less than the significance level (0.05), and this indicates that the correlations are statistically significant, therefore, the study scale and its items have good internal consistency.

Second: Stability of the Tool:

To ensure the stability of the study tool, the reliability coefficient was calculated according to the equation (Cronbach Alpha), where the results of the reliability coefficient were (0.87). This

value shows that the study tool has a high degree of stability which is applicable for the current study and can be relied upon to collect actual study data.

Statistical processing:

Arithmetic means, frequencies and standard deviations have been used to answer the questions and hypotheses of the study by using the Statistical Package for the Social Sciences program (SPSS 21) to analyze the results, and the T-test has been used to find differences between the variables of gender and place of residence of the students.

RESULTS AND DISCUSSION

The first question of the study states: “What is the role of the teacher in promoting a culture of tolerance among tenth-grade students in Jordan from the point of view of the students themselves?”

To answer this question, the arithmetic means and standard deviations of the phrases promoting the Islamic culture of tolerance among tenth-grade students were extracted. The following table (3) explains this:

Table (3)

Arithmetic Means and Standard Deviations for the Expressions of Promoting Tolerance, Arranged in Descending Order According to their Arithmetic Means.

Rank	Ferries	Average Arithmetic	Standard Deviation	Degree of Reinforcement
	-The teacher respects pluralism and diversity among students.	4.87	0.68	very high
	-The teacher promotes justice and equality among students.	4.82	0.58	very high
	-The teacher provides appropriate opportunities for discussion and dialogue about the culture of Islamic tolerance in life.	4.77	0.74	very high
	-Lesson content is used to promote a culture of tolerance among learners by the teacher.	4.70	0.64	very high
	-Enhances awareness of situations (like forgiveness, empathy, and sympathy).	4.64	0.81	very high
	-Encourages students to establish human relationships among themselves.	4.61	0.77	very high
	-He is keen to promote a culture of apology among students.	4.58	0.62	very high
	-Intolerance in all its forms is rejected inside the classroom.	4.53	0.61	very high
	-Respect students' ideas and points of view.	4.45	0.58	very high
0	-Takes advantage of national occasions to promote a culture of tolerance.	4.37	0.74	very high

The Role of The Teacher in Promoting The Culture of Islamic Tolerance Among Tenth-Grade Students in Jordan From The Students' Point of View

1	-The teacher encourages cooperative work and positive participation of students in the classroom.	4.27	0.63	very high
2	-The teacher provides students with opportunities to present their attitudes and experiences about tolerance.	4.23	0.70	very high
3	-Students are encouraged to practice classroom activities that promote a culture of tolerance.	4.20	0.72	High
4	-Students are encouraged to have freedom of expression in the classroom.	4.16	0.79	High
5	-He shows his love and appreciation for the students.	4.11	0.61	High
6	-He presents a distinguished model of tolerance.	4.08	0.59	High
7	-He chooses historical positions that encourage tolerance.	4.05	0.64	High
8	-Promotes awareness of Jordan's role in the Arab and regional spheres in spreading the culture of tolerance.	4.01	0.72	High
9	-The teacher assigns his students to carry out extra-curricular activities that promote tolerance.	3.91	0.69	High
0	-He accepts mistakes made by students with open arms.	3.87	0.70	High
1	He has patience.	3.86	0.57	High
2	-The teacher uses simulation games and stories to role-play tolerance.	3.81	0.63	High
3	-He reviews humanitarian and national positions that describe tolerance.	3.72	0.69	High
4	-He is democratic in his dealings with students.	3.65	0.74	High
5	-He takes into account the student's circumstances in his dealings with them.	3.60	0.65	High
6	-He is keen on humanely dealing with students.	3.57	0.59	High
7	-Encourages students to present activities about practicing the culture of tolerance in life.	3.46	0.62	High
8	-He is keen to create a healthy climate in the classroom.	3.42	0.71	High
	The total score on the scale	4.28	0.67	very high

It is clear from Table (3) that the statements promoting a culture of tolerance among tenth-grade students in Jordan received a very high score with arithmetic averages ranging from (3.42 to 4.87) with a high and very high degree. Twelve (12) items received a score of *very high*, while sixteen (16) statements got a score of *high*. This indicates that teachers play a distinguished

role in including a culture of tolerance when teaching their subjects based on the estimates of tenth-grade male and female students. They also play a vital role in strengthening human relations with their students and in instilling the principle of justice and equality among them, regardless of their diversity. This is what students feel in the classroom, and they also explain that teachers respect their ideas and accept their points of view with open arms.

These results also indicate that teachers show great interest in promoting a culture of tolerance during their interactions with their students. They encourage them to participate in classroom activities and provide them with opportunities to express their opinions in a comfortable classroom environment that is characterized by acceptance of opinions, respect for students' abilities, and encouragement for dialogue, discussion, brainstorming, and good manners. These results are consistent with the results of the studies conducted by ²³, ²⁴, and ²⁵.

The use of effective patterns during the teaching process such as collaborative learning, diversifying learning and research sources, dialogue sessions, panel discussions, simulation games, field visits, and educational projects help to promote a culture of tolerance through communication and interaction between students and teachers. Renato (2008) confirms that school education represents the most effective educational method capable of consolidating the concepts of the culture of tolerance. These results are consistent with the results of the studies conducted by ²⁶, ²⁷, ²⁸, and ²⁹.

The second question of the study states: “Are there any statistically significant differences at the level of significance ($\alpha = 0.05$) regarding the role of the teacher in promoting a culture of tolerance among tenth-grade students in Jordan from the point of view of the students themselves, which is attributed to the gender variable (male/ female)?” To answer this question, the arithmetic means, standard deviations, and a test (T-test) were found according to the gender variable (male/female). The following Table No. (4) shows this:

Table (4): Arithmetic means, standard deviations, and test (T-test) for tenth-grade students regarding the role of the teacher in promoting a culture of tolerance from their point of view according to the gender variable (male/female)

Sex	The Number	Average Arithmetic	Standard Deviation	value	Degree of Freedom	Indication
	r					

²³ Al-Qarsh, O. (2017). A proposed vision for developing the values of tolerance among industrial education students, Journal of the College of Education, Al-Azhar University, (176), Part One, December.

²⁴ Al-Najem, A.(2016). The degree to which Islamic education teachers possess the values of religious tolerance and their role in developing them among secondary school students from the point of view of educational supervisors, doctoral dissertation, King Saud University, Riyadh, Kingdom of Saudi Arabia.

²⁵ Donnelly,C.(2004). Constructing the ethos of Tolerance and respect in an Integrated School: the role of teachers ,British Education Journal ,30, (2)..

²⁶ Al-Muzain, M . (2009). The role of Palestinian universities in promoting tolerance among their students from their point of view, Master’s thesis, Al-Azhar University, College of Education, Gaza, Palestine.

²⁷ Al-Khairy, O. (2013). The role of Islamic education teachers in developing the value of tolerance among secondary school students in Al-Eith Governorate, unpublished master’s thesis, Umm Al-Qura University, Kingdom of Saudi Arabia.

²⁸ Al-Qarsh, O. (2017). A proposed vision for developing the values of tolerance among industrial education students, Journal of the College of Education, Al-Azhar University, (176), Part One, December.

²⁹ Al-Najjar, Y., Abu Ghali, A. (2017). The role of higher education in promoting the values of tolerance from the point of view of students and faculty members: Al-Aqsa University model, Al-Aqsa University Journal, (21), Issue (1), 423-443.

The Role of The Teacher in Promoting The Culture of Islamic Tolerance Among Tenth-Grade Students in Jordan From The Students' Point of View

Male	1 938	3.78	0.75	389	*.008
Female	1 1062	4.39	0.68	3.72	

Significance level less than (0.05)

It is clear from Table (4) that there are statistically significant differences between the opinions of tenth-grade students regarding the role of the teacher in promoting a culture of tolerance and in favor of the opinion of female students at a significance level of less than (0.05). The arithmetic averages for female teachers were higher in promoting a culture of tolerance than male teachers with an arithmetic average of (4.39) with a (high) degree, and the arithmetic averages for female teachers reached (3.78) with a (high) degree as well. Although the differences between the arithmetic averages are close, this indicates that female teachers are keen to implement practices that promote a culture of tolerance through the use of different models of teaching methods and various classroom activities that encourage female students to participate actively while teaching subjects, which gives female students the skill of expressing opinions and the freedom to present ideas, and freedom of discussion and dialogue with their peers. This is reflected in female teachers obtaining a higher estimate than male teachers. Thus, we reject the null hypothesis, which states that there are no statistically significant differences at the significance level ($\alpha = 0.05$) in the role of the teachers in promoting a culture of tolerance among tenth-grade students in Jordan from the point of view of the students themselves, which is attributed to the gender variable (male/female) because the result shows that there are differences in favor of females.

The third question of the study states: “Are there any statistically significant differences at the level of significance ($\alpha = 0.05$) regarding the role of the teachers in promoting a culture of tolerance among tenth-grade students in Jordan from the point of view of the students themselves, which is attributed to the variable of the student’s place of residence (city/village)?”

To answer this question, arithmetic means, standard deviations, and a test (T-test) were found according to the variable of the student’s place of residence (city/village). The following table No. (5) shows this:

Table (5)

Arithmetic means, standard deviations, and test (T-test) for tenth-grade students regarding the role of the teacher in promoting a culture of tolerance from their point of view according to the variable of the student’s place of residence (city, village)

The Students' Place of Residence	The Number	Average Arithmetic	Standard Deviation	T value	Degree of Freedom	Indication
City	1211	3.66	0.75	-	376	*.007
Village	789	4.28	0.68	2.69		

Significance level less than (0.05)

It is clear from Table (5) that there are statistically significant differences between the opinions of tenth-grade students regarding the role of the teacher in promoting a culture of

tolerance and for the benefit of students in villages and rural areas at a significance level of less than (0.05). The arithmetic averages for students in villages were higher in promoting a culture of tolerance than teachers, with an arithmetic average of (4.28) with a (high) degree, and the arithmetic averages for students in cities reached (3.66) with a (high) degree as well. Although the differences between the arithmetic averages are close, the explanation for this is that tenth-grade students appreciate the role of teachers in promoting a culture of tolerance depending on their place of residence, whether the student lives in a city or a village. This may be explained by the fact that technical guidance and field supervision programs in following up on the teaching performance of teachers in rural areas promote a culture of tolerance because it has an effective impact. In developing a culture of tolerance among male and female students in the tenth grade, it is notable that the students' evaluations of teachers in promoting a culture of tolerance were (high).

Discussion

Discussing the results related to the first question of the study, which states: "What is the role of the teacher in promoting a culture of tolerance among tenth-grade students in Jordan from the point of view of the students themselves?" It is clear from the previously mentioned table No. (3) that the statements about promoting a culture of tolerance among tenth-grade students in Jordan obtained a very high score with arithmetic averages ranging from (3.42 to 4.87), with a high and very high score. Where (12) items received a score of (very high), while (16) statements got a score of (high), this indicates that teachers play a distinguished role in including a culture of tolerance when teaching their subjects based on the estimates of tenth-grade male and female students. They also play a distinguished role in strengthening human relations with their students, regardless of their diversity, out of their belief in instilling the principle of justice and equality among students.

This is what students feel in the classroom, and students also explain that teachers respect their ideas and accept their points of view with open arms. This behavior represents the essence of the model of a culture of tolerance presented by their teachers, who are considered good role models for them and which emanates naturally from the true Islamic religion, which always urges non-discrimination and non-discrimination between individuals and accepting all people as they are.³⁰ These results also indicate that teachers show their greatest interest in promoting a culture of tolerance during their interactions with their students, encouraging them to participate in classroom activities, and providing opportunities to express their opinions in a comfortable classroom climate that is characterized by acceptance of opinions and the other's opinions, respects students' abilities, and encourages them to dialogue, discuss, put forward ideas, and communicate well. Listening. These results are consistent with the results of the study Al-Qarsh, and the study of Khazali et al. and Donnelly.

³⁰ Ahmad Fuadi, Wahyudin Nur Nasution, dan Candra Wijaya, "Management of Teacher Professionalism Development: A Multi-Site Study of State Madrasah Aliyah in Langkat Regency," *Tafkir: Interdisciplinary Journal of Islamic Education* 4, no. 1 (23 Mei 2023): 180–99, <https://doi.org/10.31538/tijie.v4i1.444>; Dian Dian dkk., "Nurcholish Madjid's Perspective About Thought of Religious Pluralism," *Munaddhomah: Jurnal Manajemen Pendidikan Islam* 3, no. 2 (18 Desember 2022): 139–48, <https://doi.org/10.31538/munaddhomah.v3i2.242>.

Discussing the results related to the second question of the study, which states: "Are there statistically significant differences at the significance level ($\alpha = 0.05$) in the role of the teacher in promoting a culture of tolerance among tenth-grade students in Jordan from the point of view of the students themselves, which is attributed to the gender variable (males, females) "It is clear from the previously mentioned table No. (4) that there are statistically significant differences between the opinions of tenth-grade students regarding the role of the teacher in promoting a culture of tolerance and in favor of the opinion of female students at a significance level of less than (0.05). The arithmetic averages for female teachers were higher in promoting a culture of tolerance than male teachers, with an arithmetic average of (4.39) with a (high) degree, and the arithmetic averages for teachers reached (3.78) with a (high) degree as well, although the differences between the arithmetic averages are close, and this indicates Female teachers are keen to implement practices that promote a culture of tolerance through the use of different models of teaching methods and various classroom activities that encourage female students to participate actively while teaching subjects, which gives female students the skill of expressing opinions and the freedom to present ideas, discussion, and dialogue with their peers.

This is reflected in female teachers receiving a higher rating than male teachers. Thus, we reject the null hypothesis, which states that there are no statistically significant differences at the significance level ($\alpha = 0.05$) in the role of the teacher in promoting a culture of tolerance among tenth-grade students in Jordan from the point of view of the students themselves, which is attributed to the gender variable (males, females). The result shows that there are differences in favor of females.

Discussing the results related to the second question of the study, which states: "Are there statistically significant differences at the significance level ($\alpha = 0.05$) in the role of the teacher in promoting a culture of tolerance among tenth-grade students in Jordan from the point of view of the students themselves, which is attributed to the variable of the student's place of residence (city) (Village)", as it is clear from the previously mentioned table No. (5) that there are statistically significant differences between the opinions of tenth-grade students on the role of the teacher in promoting a culture of tolerance and for the benefit of students in villages and rural areas at a significance level of less than (0.05). The arithmetic averages for students in villages were higher in promoting a culture of tolerance than teachers, with an arithmetic average of (4.28) with a (high) degree, and the arithmetic averages for students in cities reached (3.66) with a (high) degree as well, although the differences between the arithmetic averages are close, and it can be The explanation for this is that tenth-grade students appreciate the role of teachers in promoting a culture of tolerance depending on their place of residence, whether the student lives in a city or a village. This may be explained by the fact that technical guidance and field supervision programs in following up on the teaching performance of teachers in rural areas promote a culture of tolerance because it has an effective impact. In developing a culture of tolerance among male and female students in the tenth grade, noting that the students' evaluations of teachers in promoting a culture of tolerance were (high). These results match the study of Al Najjar.³¹

³¹ Nurmawati Nurmawati, Cheri Julida Panjaitan, dan Khairul Amri, "Measurement of the Parenting Style of the Character of Millennial Students at State Islamic Higher Educational Institutions," *Jurnal Ilmiah Peuradeun* 10, no. 3 (30 September 2022): 685–98, <https://doi.org/10.26811/peuradeun.v10i3.712>; Hidayatur Rohmah dkk.,

CONCLUSIONS

The results of the study can be summarized as follows: 1) The phrases promoting a culture of tolerance among tenth-grade students in Jordan obtained a very high score, with arithmetic averages ranging from (3.42 to 4.87), with a high and very high degree. Where (12) items received a score of (very high), while (16) statements received a score of (high), this indicates that teachers play a distinguished role in including a culture of tolerance when teaching their subjects, based on the estimates of male and female students in the tenth grade. 2) There are statistically significant differences between the opinions of tenth-grade students regarding the role of the teacher in promoting a culture of tolerance and in favor of the opinion of female students at a significance level of less than (0.05). The arithmetic averages for female teachers were higher in promoting a culture of tolerance than male teachers, with an arithmetic average of (4.39) with a (high) degree, and the arithmetic averages for teachers reached (3.78) with a (high) degree as well, although the differences between the arithmetic averages are close.

There are statistically significant differences between the opinions of tenth-grade students regarding the role of the teacher in promoting a culture of tolerance and for the benefit of students in villages and rural areas at a significance level of less than (0.05). The arithmetic averages for students in villages were higher in promoting a culture of tolerance than teachers, with an arithmetic average of (4.28) with a (high) degree, and the arithmetic averages for students in cities reached (3.66) with a (high) degree as well, although the differences between the arithmetic averages are close.

Limitations:

The results of the study are limited to the following limitations: 1) Objective Limitation: The study is limited to identifying the role of school teachers in strengthening the culture of tolerance among tenth-grade students. 2) The human limit: The study was applied to tenth-grade students in public schools supervised by the Jordanian Ministry of Education. 3) Spatial selection: The study samples were taken only from government schools affiliated with the Jordanian Ministry of Education. 4) Time Limitation: The study was implemented in the first semester of the academic year (2023-2024).

Recommendations

Holding discussion circles, seminars, and workshops in cooperation with educational institutions and the Ministry of Education may empower teachers with a culture of tolerance. It may help teachers practice the culture of tolerance in the school education system which helps to reject differences between students, accept each other, and appreciate their work and ideas despite the differences in pluralism among them.

The programs in the colleges should pay attention to preparing teachers to enhance the culture of tolerance among learners at all educational levels. The education directorates should

“Implementation of Multicultural Education Values in Senior High School,” *At-Tadzkir: Islamic Education Journal* 2, no. 2 (26 Agustus 2023): 78–94, <https://doi.org/10.59373/attadzkir.v2i2.29>.

organize training programs and guidance meetings for teachers and students to promote tolerance among them.

It is also important to incorporate a culture of tolerance into all academic subject tracks, with a focus on employing modern teaching methods, classroom activities, and practical practices in the teaching process, in a manner appropriate to the age stage of students in the educational stage.

Providing support programs for teachers and encouraging them to listen well, have a dialogue and discuss with students, and teach while using cooperative learning that encourages research and exploration can also play a significant role in the development of tolerant behavior among learners.

It is also important to train male and female teachers to monitor their behavior, morals, and actions in front of students and their interaction and dealing with them in the hope that the students will follow them as good role models. Similar studies can be conducted on the teacher's role in promoting Islamic values and principles of tolerance among secondary school students and adding new variables such as the school type variable (public/private). Such studies can also be conducted in other Arab countries and results can be compared with each other.

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