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STRENGTHENING CHARACTER EDUCATION BASED ON RELIGIOUS TOLERANCE AMONG PUPILS AT PRIMARY SCHOOL

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Abstract

The aim of education is to shape pupils' character. This study focuses on strengthening character education based on religious tolerance amongst pupils at Speak First Primary School in Klaten. This is a descriptive qualitative study. Data were collected through observation, interviews and documentation. The data obtained in this study were analysed through data reduction, data presentation and drawing of conclusions. The research findings indicate, firstly, the strengthening of self-improvement activities within routine activities: 1) Routine activities include a handshake every morning, daily prayers at the end of lessons led by pupils in turn, communal prayers every Monday, English Day every Tuesday, literacy sessions every Thursday, group exercises every Friday, and the observance of major religious holidays annually. 2) Spontaneous interventions by educators to reprimand pupils exhibiting intolerant behaviour. 3) Educators' exemplary conduct is grounded in integrity, professionalism, and sincerity. 4) Environmental conditioning through the display of posters and slogans promoting tolerance. Secondly, the reinforcement of religious tolerance character education within the learning process, which is one of the steps to instil a character of tolerance in pupils.
Keywords: Character Education, Religious Tolerance, Speak First Primary School

Abstrak

Tujuan pendidikan adalah membentuk karakter siswa. Studi ini berfokus pada penguatan pendidikan karakter berbasis toleransi beragama di kalangan siswa di Sekolah Dasar Speak First di Klaten. Ini adalah studi kualitatif deskriptif. Data dikumpulkan melalui observasi, wawancara, dan dokumentasi. Data yang diperoleh dalam penelitian ini dianalisis melalui reduksi data, penyajian data, dan penarikan kesimpulan. Temuan penelitian menunjukkan, pertama, penguatan kegiatan pengembangan diri dalam kegiatan rutin: 1) Kegiatan rutin meliputi jabat tangan setiap pagi, doa harian di akhir pelajaran yang dipimpin siswa secara bergantian, doa berjamaah setiap hari Senin, Hari Bahasa Inggris setiap hari Selasa, sesi literasi setiap hari Kamis, latihan kelompok setiap hari Jumat, dan peringatan hari raya keagamaan besar setiap tahun. 2) Intervensi spontan oleh pendidik untuk menegur siswa yang menunjukkan perilaku intoleran. 3) Perilaku teladan pendidik didasarkan pada integritas, profesionalisme, dan ketulusan. 4) Pengkondisian lingkungan melalui pemasangan poster dan slogan yang mempromosikan toleransi. Kedua, penguatan pendidikan karakter toleransi beragama dalam proses pembelajaran, yang merupakan salah satu langkah untuk menanamkan karakter toleransi pada siswa.
Kata kunci: Pendidikan Karakter, Toleransi Beragama, Sekolah Dasar Speak First

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INTRODUCTION

Character education is regarded as a solution to social problems stemming from the erosion of morality in society. Character education is also known as ethics education and moral education (Rahmawati, K. & Fatmawati, 2020). Education can shape good character and enhance social awareness, enabling people to live together harmoniously. Education is a means for humans to nurture and develop the positive potentials within themselves (Setiardi, 2017). However, globalisation has caused society, particularly primary school-aged children, to lose their personality and sense of self. This has led to a decline in the moral values and standards within society, which serve as a guide for everyone's daily behaviour (Yolanda & Fatmariza, 2019). Character education is useful in shaping children's character and helping to address the worrying cases of deviant behaviour that are occurring today. Character education is not solely the responsibility of educators; parents also play a key role in shaping a child's personality (Rizki Nur Safitri, 2020).

Character is a system comprising the driving force, the impetus and the vitality that embody a set of ethical and moral values ingrained within an individual; these values underpin their thoughts, attitudes and behaviour (Syarbaini, 2015). According to Suyanto, character is the way of thinking and behaving that distinguishes each person in their daily life and social interactions, whether within the family, the community, or the nation. Character education involves aspects of knowledge, emotion, and action, thereby ensuring its effectiveness (Jadid Sultan, 2023).

One of the positive qualities that needs to be cultivated in children is tolerance. Tolerance is an attitude of mutual respect, accepting the views of others, and exercising restraint to maintain peaceful coexistence. Being tolerant also means not discriminating against groups that are different or not widely accepted by the majority of society. Education in tolerance is necessary if the aim is to create human resources who do not deviate from prevailing norms, and who respect and value the attitudes of others (Hidayati, 2016; Schachner MK, Noack P, Van de Vijver FJ, 2016; Verkuyten, M., & Yogeeswaran, 2017)

Tolerance is a key behaviour that must be instilled within a nation. A strong conviction and a spirit of appreciation in providing space and opportunities for others are assets that help an individual practise a tolerant attitude (Lickona, 1992; Nayelli. Muñoz, 2025). An individual can be said to be tolerant if they respect and accept differences and do not deviate from social norms (John Horton, 2013; Naim & Sauqi, 2008)

Religious tolerance is the ability to respect the fundamental nature, beliefs, and behaviour of others. In Islamic literature, tolerance is referred to as *tasamuh*, which is understood as a trait or attitude of respect, allowing or permitting the views of others that conflict with our own (Naim & Sauqi, 2008; Sterkens & Anthony, 2008; Wilson & Nandwa, 2016).

The development of tolerant behaviour in pupils occurs through life experiences from an early age, within the family, at school and in the community (García Coll et al., 1996; Mahmudah et al., 2023; Spinrad & Gal, 2021). The formation of attitudes and behaviours of religious tolerance can be achieved through educational institutions. Article 3 of Law No. 20 of 2003 explains that national education serves to shape attitudes and behaviours to enlighten the life of the nation and develop the potential of students, so that they become people of faith, of noble character, healthy, knowledgeable, creative, and become democratic and responsible citizens (Aeni, 2021; Nurani et al., 2024). It can therefore be said that schools, as educational institutions, must be able to implement the

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strengthening of religious tolerance character education in order to produce tolerant students (Bier, 20004).

Primary schools are educational institutions whose pupils come from different ethnic, racial and religious backgrounds; this can lead to friction and even conflict between different ethnic groups, races and religions if religious tolerance is not instilled. The implementation of character education in tolerance for primary school-aged children is essential, as children who are intelligent, ethical, and well-behaved will ultimately benefit both themselves and those around them (Hendro Widodo, 2024). SD Speak First in Klaten has its own unique characteristics compared to other schools in Klaten Regency. This uniqueness is evident in the diverse student body, ranging from their backgrounds to their religions and ethnicities.

The topic of character education has clearly been extensively covered. Some of these works explore the importance of character education as a concept. Drawing on relevant research that is consistent with this study specifically, research on students' independent development and its influence on building Islamic character it concludes that the practical values taught by the Prophet Muhammad (peace be upon him), namely SATF (*Sidiq*, *Amanah*, *Tabligh*, *Fatonah*), can be found by anyone who devotes themselves to Islamic teachings or the moral education taught in Islam, provided that students are earnest in following every guidance from the pesantren (Nuryani, 2021).

A further study was examined under the title 'The Independent Learning Curriculum Policy and the Challenges of Building Children's Character', concluding that the independent curriculum policy involves analysing internal and external environments, networking, and fostering an independent mindset, whilst the challenges of the curriculum policy in building children's character include: class ranking, the principle of internalising learning, and technological sophistication. This study contributes to the importance of redesigning a curriculum based on local wisdom so that it can foster good character in children (Rahayu et al., 2023).

The next study focuses on Prophetic Parenting: The Role of Parents in Building Children's Character at Madrasah, which demonstrates that the role of parents in building children's character at MAN 1 Banjarmasin is carried out through the development of parental traits and character, preparing a high-quality school as a place where children are educated and shaped, providing guidance, rules and prohibitions, and acting as a good friend to the child (Raihanah, 2022).

The final study centres its discussion on Strengthening Religious Character Education at the Nurul Yaqin TPA (Al-Qur'an Education Centre) in Jagoan Village, with the aim of identifying and describing the character education values of children in Congol Hamlet, Jagoan Village, through various activities conducted at the Nurul Yaqin TPA, focusing on the character education values of honesty, courtesy, cooperation, discipline, and courage.

Unlike the previous studies described above, this study aims to identify the forms of character education reinforcement based on religious tolerance implemented at Speak First Primary School in Klaten. The novelty of this study lies in its aim to uncover how to strengthen character education based on religious tolerance among pupils at Speak First Primary School in Klaten.

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METHOD

This study aims to provide a naturalistic account of the strengthening of character education based on religious tolerance among pupils at Speak First Primary School in Klaten. Consequently, a qualitative approach is appropriate for this study. Another reason for choosing this research approach is that the researcher believes it can yield holistic data. Meanwhile, this study prioritises face-to-face interviews with respondents to identify the forms of character education based on religious tolerance for pupils at Speak First Primary School in Klaten comprehensively in natural settings through linguistic interpretation (Moleong, 2019).

The researcher used observation, interviews and documentation to collect data. The data sources for this study consist of primary and secondary data. Primary data was obtained through observation of various activities organised by SD Speak First Klaten to observe pupils' behaviour demonstrating harmony at school and in the classroom, and through interviews with the headteacher and teachers regarding patterns of tolerance amongst pupils at the school. Secondary data was obtained from articles and journals related to the subject matter supporting this study. The collected data was then analysed interactively through data reduction, data display and data verification. The data obtained was subsequently simplified, organised, and the important parts selected. This data was then presented systematically and comprehensively in narrative text, so that conclusions could be drawn and its meaning understood.

RESULTS AND DISCUSSION

Based on the research conducted, the data was obtained from, amongst other sources, observations and interviews with the headteacher and teaching staff. The findings of the research pertain to the implementation of character education based on religious tolerance at Speak First Primary School in Klaten.

Primary school age (approximately 6–12 years) is a crucial stage in the implementation of character education, serving as the foundation for the successful development of pupils' character. The first formal educational environment a child experiences is primary school. Primary school serves as the foundational setting to help children grow, develop, and acquire intellectual intelligence alongside cognitive, emotional, and psychomotor intelligence.

Schools can play a strategic role in strengthening character education. As formal educational institutions, schools have a role in equipping their pupils with the knowledge, values and skills necessary to develop an awareness of the importance of interfaith tolerance in maintaining national and religious harmony. Habits are a key factor in educating pupils about religious tolerance. The term 'character' is defined by many experts as 'morality'. Morality can be shaped through habits so that knowledge is internalised, awareness develops, and is put into practice through students' actions in their daily lives. Habits must continue to be nurtured, even in the face of resistance and when students are compelled to act. The continuous practice of religious tolerance will have a positive impact on students, particularly in terms of understanding the importance of a tolerant attitude in the context of religious diversity, so that tolerance is always present within them.

Pupils at Speak First Primary School in Klaten are children aged 7–12. Children of this age have a strong capacity for memory retention and an immature personality, meaning that daily routines and habits are easily internalised into their character. Therefore, habit formation is an effective method for strengthening religious tolerance

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character education in the early stages of their educational journey (primary education), which then continues into subsequent levels of education.

Thus, the reinforcement of religious tolerance character education can be achieved through habit formation among pupils at Speak First Primary School in Klaten. Through habit formation, pupils do not merely learn to distinguish right from wrong (moral knowing); they also experience (moral feeling) and discern between good and bad values, and are willing to act upon them (moral action). The character of interfaith tolerance ingrained in these habits will be difficult to eradicate from the pupils.

Habituation is a means of reinforcing the education of religious tolerance among pupils at Speak First Primary School in Klaten through school activities that eventually become part of the school culture. School culture comprises a set of values, norms or rules, and customs that shape the behaviour and relationships of the school community. School culture is shaped, reinforced and maintained by the headteacher, teachers and the educational team. Every school has its own school culture, which is a distinctive feature of each school and is therefore inseparable from the school itself.

Strengthening through self-improvement activities

Routine Activities

According to an interview with the Headteacher of Speak First Primary School in Klaten, pupils engage in a range of routine daily activities designed to support character development. One of the key habituation practices identified is the implementation of a daily handshake between pupils and teachers every morning.

Based on the interview findings, this practice is intended to instill mutual respect among pupils. Furthermore, this habituation is considered effective in fostering positive social interactions and strengthening attitudes of tolerance among students.

Based on the data collected by the researchers, the daily activities organised by Speak First Primary School in Klaten as part of the implementation of character education in religious tolerance for pupils through daily school activities integrated into personal development include:

Handshake

Getting used to shaking hands with people of different faiths will foster religious tolerance among pupils. They will become accustomed to respecting others, even if they hold different beliefs.

Pray Every Day

Prayers are conducted daily at the beginning and end of lessons as part of the school's routine activities. The opening prayer is led by a teacher in the school playground following activities such as English Day, Character Building, Literacy, and Group Exercise, which are held from Tuesday to Friday.

This structured prayer routine not only serves a religious function but also contributes to the development of students' character, particularly in fostering attitudes of tolerance. Based on interview findings with one of the teachers at Speak First Primary School in Klaten, the implementation of collective prayer is carried out according to each student's religious beliefs. This practice encourages students to respect and appreciate differences in religious practices among their peers.

Joint Prayer Every Monday

Every Monday after the flag-raising ceremony, pupils are encouraged to participate in a group prayer session in accordance with their respective religions. This activity is designed to accommodate religious diversity within the school environment.

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Findings from the interviews indicate that the implementation of the group prayer is organized by grouping pupils based on their respective religions. This arrangement provides space for each pupil to carry out religious practices in accordance with their beliefs, while also fostering mutual respect among students of different religious backgrounds

English Day Every Tuesday

According to the headteacher, as revealed in the interview, English Day is implemented as a regular school program aimed at improving students' foreign language proficiency. In addition, this activity also helps to build students' confidence in interacting with teachers and their peers.

According to the researchers' observations, the English Day activities not only boosted the confidence of pupils at Speak First Primary School in Klaten when speaking and performing in public, but also helped to foster religious tolerance amongst the pupils.

Literacy Every Thursday

Based on the results of an interview with the Headteacher, it was found that literacy activities are implemented regularly as part of the school's routine program. These activities aim to enhance students' reading interest while also broadening their understanding of diversity.

Group Exercise Every Friday

The organisation of regular group exercise sessions is one of the routine activities implemented in schools as part of students' character development. According to the headteacher, as revealed in the interview, these activities contribute to fostering a sense of togetherness and solidarity, as well as strengthening social relationships among pupils from diverse backgrounds.

Celebrating Religious Holidays

Results of an interview with the headteacher regarding the celebration of major religious holidays

The celebration of religious holidays held at school serves as a medium for pupils to learn to respect and appreciate differences in beliefs. This activity is part of routine programmes designed to strengthen character education based on religious tolerance through habituation strategies.

Habituation plays an important role in shaping students' character, as repeated positive behaviours can gradually become ingrained. Therefore, the development of good habits from an early age is essential in fostering tolerant attitudes among pupils (Lisnawati, 2016). The aim is for the character instilled in pupils to remain with them permanently. It is hoped that pupils will be able to foster good relationships with their diverse peers, enabling them to get to know one another within the school environment.

One characteristic of attitudes formed through routine activities is stability. Attitudes begin as learned behaviours, then become stronger, more consistent and stable. The same applies to the attitude of tolerance cultivated through routine activities. Through these routine activities, pupils are encouraged to learn to be tolerant towards the school community. Over time, the tolerant attitude learned through daily activities will foster stability within the pupils, and ultimately become ingrained in them, forming a stable character (Ahmadi, 2009).

Based on the findings, various routine activities are implemented to strengthen character education based on religious tolerance. These activities and their corresponding values are summarized in Table 1.

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Table 1. Forms of Routine Activities and Their Contribution to Tolerance Character Developmen.

No	Main Aspect	Description of Findings	Interpretation
1	Handshaking	Pupils engage in handshaking with teachers every morning	Builds mutual respect and positive social interaction
2	Collective Prayer	Prayers are conducted according to each student's religion	Encourages respect for religious differences
3	English Day	Students participate in English communication activities	Enhances confidence and inclusive interaction
4	Literacy Activities	Students read materials related to diversity	Develops understanding of pluralism
5	Group Exercise	Students take part in collective physical activities	Strengthens togetherness and social bonds
6	Religious Holidays	Celebration of religious events	Promotes interfaith tolerance

The table above indicates that each routine activity contributes to the development of tolerance values among pupils, highlighting the importance of habituation in character education.

Spontaneous Activities

Spontaneous actions taken by the headteacher and teaching staff as part of professional development activities to foster religious tolerance amongst pupils at Speak First Primary School in Klaten, which include reprimanding pupils who display intolerant behaviour and advising them not to repeat such actions. These spontaneous interventions regarding negative attitudes and behaviour are carried out to help pupils understand and guide them towards appropriate conduct. It is hoped that by receiving a reprimand, pupils will realise the mistakes they have made. It is hoped that through this method, pupils can learn from their mistakes and not repeat acts of intolerance in the future. In these spontaneous activities, teachers play a very important role as they are responsible for supervising pupils both inside and outside the classroom, enabling them to immediately reprimand pupils who display intolerant attitudes towards their classmates. This is in line with the assertion that reprimands, advice, the instilling of attitudes, and the internalisation of values can be achieved as part of the character education process (Nurasiah et al., 2022).

Exemplary Behaviour

An educator's personality including their words, actions, attitudes and behaviour makes a significant contribution to educational success, particularly in the field of character education; it plays a vital role in shaping the personalities of learners. This is understandable, as humans are creatures who like to imitate, including learners who model their own personalities on those of their educators. An educator's exemplary conduct has a significant influence on the growth and personal development of learners (Mulyasa, 2014). This aligns with findings suggesting that demonstrating appropriate behaviour can have a beneficial influence on learners (Goodman-Scott et al., 2018).

Through continuous practice accompanied by the exemplification of religious tolerance, educators will foster the development of religious tolerance in students. Habituation activities aimed at fostering character based on religious tolerance among pupils in schools must receive support from teachers and headteachers. Exemplary

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religious tolerance among teachers at Speak First Primary School in Klaten, grounded in integrity, professionalism, and sincerity, is effective in instilling a character of religious tolerance among their pupils.

Conditioning

Activities to strengthen character education on religious tolerance as part of self-improvement initiatives at Speak First Primary School in Klaten involve creating an environment through the display of posters and slogans promoting tolerance, as well as forming mixed study groups to encourage pupils to interact with one another. In line with the Ministry of National Education's view, which states that the environment is shaped by creating conditions that support the delivery of character education such as rubbish bins located in various places and kept clean, a tidy school, green grounds, posters with wise advice in the school and classrooms, and so on (Abdullah & Hakim, 2011). Through this environment-setting by educators, pupils become accustomed to practising tolerance towards peers who are different.

Based on the findings, several strategies are employed to strengthen character education based on religious tolerance. These strategies, along with their implementation and impact, are summarized in Table 2.

Table 2. Strategies for Strengthening Tolerance-Based Character Education

No	Strategy	Implementation	Impact
1	Routine Activities	Scheduled daily activities	Habituation of tolerant attitudes
2	Spontaneous Activities	Immediate reprimand of intolerant behavior	Increased awareness
3	Teacher Exemplary Behavior	Teachers' attitudes in daily practice	Internalization of values
4	Environmental Conditioning	Posters and mixed-group activities	Cross-cultural interaction
5	Curriculum Integration	Integrated into lesson plans and assessment	Systematic learning process

The table above shows that each strategy contributes to the development of tolerance values through different approaches, including habituation, modeling, and environmental conditioning.

These findings confirm that the integration of multiple strategies provides a comprehensive approach to strengthening tolerance-based character education.

Strengthening Character Education on Religious Tolerance in the Classroom.

This understanding of tolerance must also be underpinned by a broad, open-minded outlook, effective communication, and freedom of thought and religion. In short, tolerance equates to a positive attitude and respect for others in the exercise of fundamental human freedoms. Indonesia is known as a country rich in cultural diversity, and has the fourth-largest population in the world. It is precisely this diversity that often gives rise to differences of opinion or conflict within Indonesian society. Cultural development can also be understood as the understanding of a group of people that influences the way learners think, believe, feel, and their character. In essence, tolerance is education that reflects human values, tolerance, and an inclusive attitude in national, civic, or religious life. Therefore, multiculturalism or differences in culture, race, and religion cannot be resolved through fanatical or exclusive attitudes. The learning process

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within an educational institution can shape the character of students (Hanum & Raharja, 2013).

A pupil's character can be shaped if they possess a sense of integrity. Schools are also required to design teaching methods, develop the curriculum and pupil assessment systems, and ensure that teachers possess a multicultural mindset, awareness and respect for pupils' religious diversity, so that each can make a positive contribution to fostering religious tolerance amongst pupils. Integrating the value of tolerance into subjects is an effective step towards educating pupils about tolerance. In addition to learning academic knowledge, pupils also learn about values. This is achieved by incorporating the values of tolerance into the curriculum and lesson plans. As revealed by the Deputy Headteacher for Curriculum in an interview, *sikap toleransi yang terdapat di dalam kurikulum tertuang dalam Rencana Pelaksanaan Pembelajaran (RPP) yang dimiliki oleh pendidik di SD Speak First Klaten. Sikap toleransi tersebut berada di Kompetensi Inti (KI) 1 dan 2 yaitu tentang menerima & menjalankan ajaran agama yang dianutnya dan memiliki perilaku jujur, disiplin, tanggung jawab, santun, peduli, dan percaya diri dalam berinteraksi dengan keluarga, teman dan pendidik. Pengukuran sikap toleransi juga tertuang dalam evaluasi pembelajaran yaitu pada penilaian sikap.* The findings of the interview are supported by documentation from SD Speak First Klaten in the lesson plans, specifically in the assessment rubric section of the attitude assessment observation sheet, within the developed attitude assessment table. This refers to the attitude of tolerance**,** which is an attitude and behaviour that respects differences in religion, ethnicity, race, opinions, attitudes and actions of others that differ from one's own. The indicators in this assessment are: 1) Not disturbing classmates with differing opinions; 2) Respecting classmates of different ethnicities, religions, races, cultures and genders; 3) Accepting agreements even if they differ from one's own opinion; 4) Being able to accept others' shortcomings; and 5) Being able to forgive others' mistakes. The curriculum and lesson plans used by Speak First Primary School in Klaten align with the views of Fasli Jalal, as written by Zubaidi, that the character education promoted by the government in schools will not become a burden for educators and pupils because character education is indeed incorporated into the school curriculum (Kurniawan, 2016). Educators can also develop teaching methods that enable pupils to internalise tolerance within themselves. During learning activities, teachers design lessons using discussion methods so that pupils become accustomed to working together and respecting others. In these activities, teachers also give pupils the opportunity to express their opinions or ask questions if there are elements of the learning material they have not yet understood.

The value of tolerance, when integrated into the curriculum, can also be instilled directly in pupils without the need for separate sessions dedicated to tolerance education programmes; naturally, this makes learning more meaningful for them. Through learning activities, pupils not only study the subject matter but also learn how to respect others. In this way, it is hoped that educators can maintain the values of tolerance across all subjects so that pupils can practise respecting others through various learning experiences.
Educators, as those responsible for implementing learning activities in the classroom and at Speak First Klaten Primary School, can carry out multicultural education management with sound criteria, taking into account the circumstances of pupils from diverse backgrounds, religions and races. Pupils are able to demonstrate a tolerant attitude towards pupils from different backgrounds, so that the application of tolerance within multiculturalism offers a different yet profoundly meaningful perspective (Rindawati, Abbas, E. W. & Putra, 2021).

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CONCLUSION

Based on the research findings and discussion, the researcher identified forms of character education based on religious tolerance at Speak First Primary School in Klaten, which are linked to the promotion of self-improvement activities and the reinforcement of character education centred on religious tolerance within the learning process. The promotion of self-improvement activities is manifested through routine activities, spontaneous actions, setting a good example, and creating a conducive environment. Firstly, the routine activities organised by Speak First Primary School in Klaten include the following: shaking hands every morning; daily prayers at the end of lessons led by pupils in turn; communal prayers every Monday; English Day every Tuesday; literacy sessions every Thursday; group exercises every Friday; and the observance of major religious holidays each year. Secondly, the spontaneous activities carried out by educators include reprimanding pupils who do not mingle with their peers, form their own groups, or engage in intolerant behaviour, as well as encouraging pupils to show social concern for classmates who are ill by taking the initiative to collect voluntary donations to purchase gifts and present them to the sick pupil during a visit. Thirdly, the exemplary behaviour demonstrated by educators is grounded in integrity, professionalism, and sincerity. Fourthly, this is achieved by displaying posters and slogans promoting tolerance and by forming mixed study groups to encourage pupils to interact with one another. Strengthening religious tolerance as part of character education within the curriculum is an effective way of instilling a spirit of tolerance in pupils. In addition to acquiring knowledge, pupils also develop their affective aspects. This is achieved by incorporating the value of tolerance into the curriculum and lesson plans. Furthermore, teachers design lessons that enable pupils to strengthen their sense of tolerance. During lessons, teachers employ discussion-based methods to encourage pupils to work together and show respect for others. Furthermore, during learning activities, teachers also provide opportunities for pupils to express their opinions or ask questions if there is any material they do not yet understand.

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