



Strategies for Instilling Religious Tolerance Character in Elementary Schools : A Systematic Literature Review

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Abstract

Indonesia is a nation rich in diversity. One of Indonesia's diversities is religious diversity, which is both an asset and a potential source of conflict if not accompanied by mutual respect. Therefore, a strategy of instilling religious tolerance character from elementary school level is very important to prevent conflict and build character that respect. This study aims to systematically analyze the strategies for instilling religious tolerance in elementary school. This research uses a Systematic Literature Review (SLR) approach, with data sources obtained from Google Scholar, Open Knowledge, Garuda, Crossref, ResearchGate, and Neliti. The research results show that strategies for fostering religious tolerance can be classified into five aspects: teaching methods, subjects, school culture, school programs, and the use of school facilities. This research shows that religious tolerance education in elementary schools can be implemented in many ways, enabling the formation of students' characters that value diversity and fostering a harmonious and peaceful school environment.

Keywords:

Religious Tolerance; Religious Moderation; Elementary School; Educational Strategies

A. INTRODUCTION

Indonesia is a nation rich in ethnic, religious, cultural, and linguistic diversity. This condition of plurality is a social characteristic of our nation as reflected in the motto "Bhinneka Tunggal Ika". "Different but still one." As stated, "religious diversity on the one hand tends to lead to division among religious communities. On the other hand, unity driven by mutual respect for differences (Lestari, 2019). A pluralistic society like Indonesia needs a shared awareness that plurality is not just a social fact, but a great potential if managed well. However, if this plurality is not responded to wisely, various real potential risks arise. Research shows that the biggest challenge in this nation's plurality is "the tendency for conflict stemming from each religious group's truth claim, "which, if not based on tolerance, can trigger social division (Lestari, 2019). A concrete example of this is the religious tension that arises due to a lack of respect for other groups and the dominance of one group over another. In the context of the nation, this demands the presence of policies and the implementation of national values as a mediator to maintain harmony and national unity. The role of the state in maintaining the harmony of pluralism is crucial. Within the framework of the national ideology of Pancasila, values such as the Almighty God, just and civilized humanity, Indonesian unity, and social justice for all people become the foundation for managing diversity. For example, a study showed that understanding the "First Principle, 'The Oneness of God', supports diversity in Indonesia. by emphasizing the value of inclusiveness that promotes tolerance, respect, and recognition of various religions, cultures, and traditions." (Hamdan & Masyitoh, 2025) Furthermore, tolerance education and public policy play a role in encouraging citizens to live harmoniously in diversity: "Religious tolerance is defined as an open and appreciative attitude toward variations in religious beliefs without sacrificing the fundamental values of justice and human rights. Thus, the state is not only a

regulator but also a facilitator in building mutual respect among citizens of different religions, ethnicities, and cultures.

As a country with diverse ethnicities, cultures, and religions, Indonesia is not immune to various problems arising from these differences. Therefore, it is important to instill values that can prevent the emergence of conflict from an early age. One attitude that needs to be developed to accept and appreciate differences is tolerance. Tolerance is a form of awareness and understanding that a person has toward the diversity around them. This attitude is influenced by various factors such as the sub-optimal integration of tolerance values into the curriculum, the lack of support from the social environment, and the sub-optimal implementation in various educational institutions, especially schools (Rahmah Alfiana Nur, Dewi Mirna, 2021). The world of education plays an important role in fostering tolerance among students. Students need to be accustomed to having an open way of thinking, mutual respect, and appreciating differences. In an effort to instill these values, teachers play a very important role through various learning strategies, habits, and examples applied in elementary school teaching and learning activities (Sarafina & Dafit, 2024). Thus, the values of tolerance need to be instilled from the elementary school level as an initial foundation for shaping students' characters so that they are able to appreciate differences in community life.

In elementary school, children begin to learn about their own identity and the diversity around them, including differences in religion, ethnicity, and culture. Therefore, teaching religious tolerance is very necessary from an early age as a preventive measure against symptoms of intolerance that may arise when children grow into adolescents and adults (Septryan et al., 2024). Children of elementary school age are still in the process of development, where they are not yet fully capable of controlling their expressions or responses to these differences. Therefore, instilling values of tolerance is important for forming harmonious personalities and religious aspects that can encompass social interaction, not just personal worship (Maknun, 2023). Tolerance education in elementary school provides a foundation for students to appreciate and accept diversity. This is important so they can devities are taught thru civics and Pancasila education subjects, which focus on character development and strengthening human values. This means that the curriculum in Indonesia already incorporates tolerance values as part of character and personality development, in accordance with Law Number 20 of 2003 concerning the National Education System. However, all caring, responsible characters who respect differences in beliefs and cultures, and can live together peacefully (Tsalisa, 2024). Thus, tolerance education from elementary school becomes a strategic step in shaping a generation that respects differences and reduces the potential for social conflict in the future (Septryan et al., 2024; Tsalisa, 2024)

According to (Tsalisa, 2024) , tolerance education in Indonesia has been explicitly integrated into the national curriculum. Values such as appreciating differences, empathy, and mutual respect among religious commun, religious tolerance education still poses a real challenge in the field because not all schools are able to implement it optimally. Many teachers still don't fully understand how to effectively instill religious tolerance values in the classroom. Additionally, there are also differences in social and cultural backgrounds that influence students, and there is still intolerance among them.

Instilling religious tolerance plays an important role in shaping the character of the nation's future generations to be peace-loving, appreciate differences, and uphold humanity. Cultivating tolerance from elementary school is vital because the development of religious behavior in children occurs through their life experiences from a young age, within the family, school, and community (Mahmudah et al., 2023). If religious tolerance is not introduced in elementary school, there is concern that students will grow up with discriminatory or intolerant attitudes toward differences in beliefs. The tendency to be intolerant will become increasingly difficult to control as a person gets older. Worse still, without religious tolerance, harmony will not be created, making it difficult to achieve. In fact, harmony is not born by chance, but from mutual respect and cooperation between people of different religions (Wewo, 2022). Tolerance must still be maintained and we need to be vigilant against anything that could cause division,

considering Indonesia's history is prone to conflict and its society is diverse(Purwati et al., 2022) .

Although many studies have explored the issue of religious tolerance in schools, the existing literature tends to focus on discussing specific and separate strategies. As a result, there has been no comprehensive and systematic review that synthesizes strategies for instilling tolerance in elementary schools (SD) as a whole. This gap makes it difficult for readers, including teachers and researchers, to identify important themes, commonly used methodologies, and the most effective approaches. Therefore, this study aims to conduct a Systematic Literature Review (SLR) to map the strategies, approaches, and current research trends related to religious tolerance education in Indonesian elementary schools. This study contributes to the scientific literature by (1) providing a comprehensive knowledge of strategies and approaches used in religious tolerance education at the elementary school level, (2) identifying research gaps and methodological trends in previous studies, and (3) offering theoretical implications and future research directions related to multicultural character education in Indonesia.

B. METHODS

This study uses a Systematic Literature Review (SLR) approach to explore research trends on strategies for cultivating tolerant character in elementary schools. Systematic Literature Review (SLR) is a term used to refer to a specific research methodology or research, and the development undertaken to collect and evaluate studies related to a particular topic (Biolchini, 2005). Researchers used SLR because it is a research technique for analyzing the state-of-the-art in a specific field of knowledge by formally defining the problem statement, information sources, search strings, and inclusion and exclusion criteria for the papers found within. A search for the quantitative analysis to be conducted (if necessary) and a template for finding information collected from papers (Nicolás, Joaquín Toval, 2009).

The function of using an SLR is to find studies relevant to several research questions set by selecting, assessing, and synthesizing findings to answer the research questions (Gu & Lago, 2009) . Additionally, SLR is used to identify, review, evaluate, and interpret all available research on a specific topic area of interesting phenomena with relevant research questions(Kitchenham & Ebse, 2007). This includes providing a theoretical background for future research, which is useful as a guide, research material on interesting topics, or for answering questions by understanding previous research. Thus, the SLR method has advantages and disadvantages like other methods in general. The advantages of SLR are that it can enhance the evidence from previous studies and represent information from various research questions available in the study, while the disadvantages of SLR are that it requires a considerable amount of time to meet the requirements of the research questions and that thoroughly finding literature can sometimes miss some important studies that could affect the conclusions (Kitchenham & Ebse, 2007).

Data collection techniques in this study were carried out by searching thru various search engines using various keywords. A search engine search thru Google Scholar using the keywords "religious tolerance in religious moderation among elementary school students" yielded 60 articles. Using the keywords "Teacher strategies in instilling religious tolerance education in elementary school" in the Google Scholar search engine yielded 48 articles. In the Open Knowledge search engine, using the keyword "religious tolerance in elementary school," 34 articles were found. In the Garuda search engine, using the keyword "tolerance character in elementary school," 26 articles were found. Furthermore, in the Crossref search engine, using the keyword "religious tolerance in elementary school," 81 articles were found. Another search in the Researchgate search engine using the keywords "teacher strategies in religious tolerance in elementary school" yielded 100 articles, and the final search using the Neliti search engine with the keyword "religious tolerance attitudes in elementary school students" yielded 121 articles. Therefore, the total number of articles about strategies for cultivating tolerant

character in elementary schools is 470, with the data breakdown shown in the following table:

Table 3. Search Results of Articles Based on Databases and Keywords

Search Engine	Keyword	Total Article
Scholar google	toleransi beragama I moderasi beragama dikalangan "siswa sekolah dasar" -SMA - mahasiswa -SMAN -remaja -SMPN	60 articles
Scholar google	Teacher strategies in instilling "religion tolerance" education in "elementary schools"	48 articles
Open Knowledge	Toleransi beragama di sd	34 articles
Garuda	Karakter toleransi di sekolah dasar	26 articles
Crossref	Toleransi beragama di sekolah dasar	81 articles
Researchgate	Strategi guru dalam toleransi beragama disekolah dasar	100 articles
Neliti	Sikap toleransi beragama pada siswa sekolah dasar	121 articles

The systematic search across six academic databases (Google Scholar, Open Knowledge, Garuda, Crossref, ResearchGate, and Neliti) yielded 470 initial articles. To ensure the rigor of this systematic review, all articles were strictly subjected to the specified inclusion and exclusion criteria, including publication range (2021-2025), journal indexing (Sinta, Scopus, Copernicus), full-text accessibility, and contextual focus (Elementary School level and teacher/school strategies) Detailed data for include and exclude criteria can be seen in the following table:

Table 2. Inclusion and Exclusion Criteria for Study Selection

Include Criteria	Exclude criteria
Publication range: 2021-2025	Publication range: before 2021
Indexed Journal (sinta, scopus, copernicus)	Non-indexed Journal
Full-text accessed	Full-text cannot be accessed
Elementary school level	Non elementary school level
Religious Tolerance and Religious Moderation	Religious intolerance, religious extremism, and religious fanaticism.
Teacher and school efforts/strategies	Non teacher and school efforts/strategies

Following this screening process, 445 articles were excluded due to factors such as being duplicates, being published outside the specified time frame, using non-indexed sources, or focusing on irrelevant educational levels (SMP/MTs, SMA/MA) or topics (intolerance, parental efforts). Ultimately, a final set of 25 relevant articles was retained for in-depth analysis.

C. RESULT & DISCUSSION

The results of the literature analysis from various search engines indicate a distribution of relevant publications related to strategies for cultivating religious tolerance in Indonesian elementary schools between 2021 and 2025. The distribution of the analyzed articles can be presented in graphical form to provide a more comprehensive overview of research developments in this field. Here is a graph showing the development of the number of articles

published by year from 2021 to 2025.

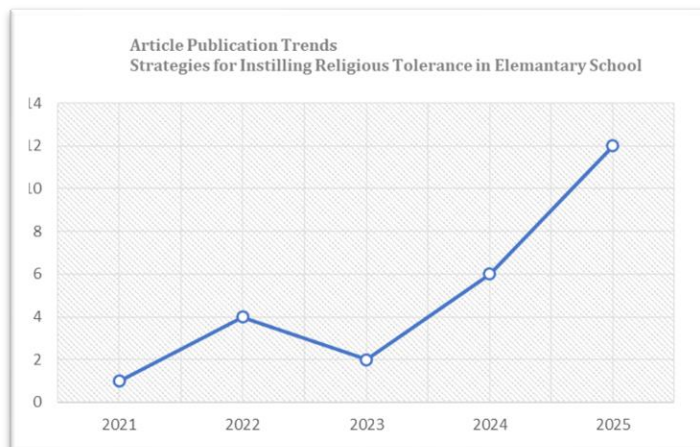


Figure 1. Trends in Article Publications on Strategies for Instilling Religious Tolerance in Elementary Schools (2021–2025)

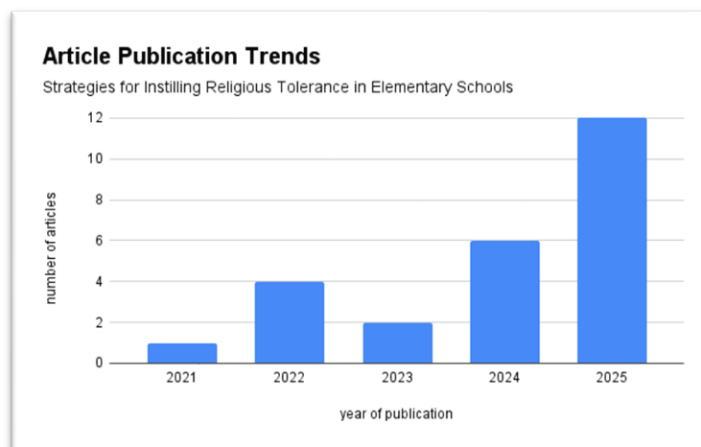


Figure 2. Article Publication Trends on Strategies for Instilling Religious Tolerance in Elementary Schools (2021–2025)

The 25 articles we found thru the exclude-include process regarding religious tolerance education strategies in elementary schools can be classified/grouped in several ways. Here are the ways to cultivate tolerance in elementary schools:

- a. Religious Tolerance Education through Methods
- b. Religious Tolerance Education through Lessons
- c. Religious Tolerance Education through Programs
- d. Religious Tolerance Education through Culture
- e. Religious Tolerance Education through Facilities

a. Religious Tolerance Education through Methods

Learning Methods for Building Religious Tolerance Character

Religious tolerance needs to be instilled in elementary school students, considering Indonesia is a multicultural country, including in terms of religion. In line with the multicultural nature of society, instilling religious tolerance through multicultural education is the right step. The focus of the multicultural education approach is understanding and recognizing the cultures

possessed by the students themselves and others, including religious aspects, based on Pancasila and Bhineka Tunggal Ika (Koilmo et al., 2025). As for its implementation, the multicultural approach is realized in various ways, such as the school's vision and mission and learning activities. The multicultural approach implemented in the school environment provides space for students to express and practice their religious beliefs with fairness, just as they do at home. Thus, this approach prioritizes active activities in order to uphold the equal rights of all religions, namely placing religious adherents on an equal footing (Fauziah et al., 2024; Mustafida & Bela Dina, 2021)

The character of religious tolerance, when linked to character education, can be realized by teachers using a multicultural approach through various learning methods. First, through the Problem Based Learning (PBL) method (Jannah & Nur, 2019). Through the PBL method, students are encouraged to think critically to solve a problem while prioritizing the values of tolerance and religious moderation. By using the PBL method, students as active learners can analyze a problem and find solutions from diverse perspectives (Jannah & Nur, 2019; Mukmin et al., 2024). This diversity of perspectives, influenced by religious differences, is capable of enriching students' understanding of religious tolerance. Second, through the Project Based Learning method. Project-based learning helps students become accustomed to differences. Through the activity of working together to create a group project, students are encouraged to adapt and accept religious differences within their group (Tri Maulida Sari et al., 2025). The social interaction approach is used by teachers to build respectful relationships and communication during the learning process.

Third, through the group discussion method. By implementing systematically designed study groups that value diversity and managing a bulletin board as a medium to reflect on the values of tolerance and moderation, the school conceptually and practically informs students about the values of moderation and tolerance. Teachers can incorporate discussions about moral values, worship practices, and interfaith cooperation as a form of interreligious collaboration (Irbathy et al., 2025). In this stage, teachers actively encourage discussion and social cooperation between student groups, so that principles such as fairness, mutual respect, and openness become not only lesson material but also practices in school activities (Santoso & Bustam, 2024)

Beside learning methods, religious tolerance can be taught through example and habituation (Hidayat, 2022; Tamaeka, 2022a). Cultivating religious tolerance needs to be done continuously, namely through habituating attitudes both inside and outside the classroom. This means that attitude habituation can be done with students during the learning process and in extracurricular activities (Hidayat, 2022). By engaging in structured activities such as communal prayer, group prayer, and participating in school religious activities, students will understand various religious practices as part of their education (Erfandi et al., 2025).

Evaluation Methods for Building Religious Tolerance Character

Based on (Kurnia et al., 2024), evaluation plays an important role in both assessing and instilling tolerance through a planned and authentic process. In Islamic Religious Education (PAI) learning, evaluation is carried out not only to measure knowledge but also to shape students' behavior through attitude observation, group discussions, and social projects that foster empathy and appreciation of differences. As a result, schools that implement attitude-based evaluation are able to create an inclusive and harmonious learning environment.

Meanwhile, (Ridwan, M., Lasimin, Ropiudin, & Syska, 2025) show that interactive quiz-based evaluation can serve as an effective medium for instilling the values of tolerance. Quizzes with themes such as respecting differences and living peacefully help students learn in an enjoyable and reflective way. Through immediate feedback and a system of healthy competition, students not only understand the concept of tolerance but also practice it in their daily interactions. This study demonstrates an improvement in students' knowledge, attitudes, and tolerant behavior, as well as the creation of an inclusive, empathetic, and peaceful classroom atmosphere.

Overall, both studies emphasize that evaluation designed with reflective and interactive approaches can serve as an effective means of instilling tolerance among elementary school students. Thus, evaluation functions not only as an assessment tool but also as a continuous process of character development.

b. Religious Tolerance Education through Lessons

Various subjects play an important role in a multicultural environment. In particular, Islamic Religious Education and Civic Education (PKn) are the main means of instilling mutual respect, religious moderation, and appreciation of diversity.

Islamic Religious Education Subject in Building Tolerance in Elementary Schools

Islamic Religious Education plays an important role in instilling moderate religious values in students. A comprehensive curriculum and experience-based learning enable students to understand religious teachings in a balanced manner and to respect differences. Interfaith learning is an important part of the process so that students can interact well and respect different beliefs. Additionally, the involvement of teachers, parents, and the community creates an environment that supports moderate and tolerant attitudes at school. In this way, students can apply the values of tolerance in their daily lives (Suherman & Syafi'e, 2025).

At the public Elementary School, the process of internalizing the value of moderation is also carried out in Islamic Religious Education classes using methods tailored to the students' characteristics. Values such as the Middle Path (*tawasuth*), justice (*i'tidal*), tolerance (*tasamuh*), and deliberation (*asy-syura*) are taught from grades 1 to 6. Teachers act as facilitators who encourage discussion and cooperation among students. In addition, social activities and flag ceremonies also support the development of love for the country and social awareness (Mutohir, 2025).

Similarly, at Elementary School Islamic education emphasizes the values of tolerance and social harmony through religious moderation education. Teachers set a direct example of mutual respect and allocate special learning time for non-Muslim students in accordance with their respective beliefs. Learning and social activities enable students to learn to work together and support each other despite their different backgrounds. As a result, respect for differences has increased (M. Hidhir, 2025).

Civics Education Subject in Fostering Religious Tolerance

Civics education plays a crucial role in shaping religious tolerance among elementary school students in the 21st century. The civics curriculum emphasizes national values and respect for diversity so that students better understand the importance of living harmoniously amid diversity. Interactive learning methods, such as group discussions and joint projects, increase student engagement while fostering mutual respect (Haris & Hidayatul Mufidah, 2025).

Teachers use a contextual learning approach that links the material to real social situations so that students see the importance of moderation in life. The problem-based learning (PBL) method encourages discussion and decision-making on real issues related to religious differences. In addition, technology is used to make the material more interesting and easier to understand. Despite obstacles such as limited time and facilities, this learning method has proven effective in increasing students' tolerance and empathy (Rivai & Mana, 2025).

Civics lessons also instill the character value of tolerance through respect for cultural, religious, and social background differences. The methods used in learning, such as contextual and problem-based learning on real issues related to diversity, can develop empathy and mutual respect. Teachers play an important role as role models in teaching tolerance through guidance and real-life examples. As a result, students can contribute to creating a peaceful, inclusive, and harmonious school environment (Resa Farhah Khoirunisa, 2023).

c. Religious Tolerance Education through Programs

In elementary school, various programs can be used to instill the value of tolerance. These

programs must be designed to meet the needs and characteristics of the educational environment. Based on a study of two articles, namely research from (Hasan et al., 2024) and research (Khamalah & Andriyani, 2024), both of which confirm that tolerance can be effectively instilled through real activities involving the entire school environment. This program has the same goal, for example, building the character of students who can appreciate differences and are able to unite with diversity.

(Hasan et al., 2024) showing that the school uses a collegial collective leadership model in implementing the value of tolerance. By involving teachers and staff in every decision-making process, the principal implements participatory leadership thru open and dialogical collaboration, thereby fostering an inclusive school environment that values diversity. In education and other school activities, principles of religious moderation such as justice, mutual respect, and openness can be applied in both learning and school activities. For example, providing space for all students to worship according to their beliefs. This leadership model can be a real program that instills tolerance through example and a culture of participation applied in daily life.

Meanwhile, (Khamalah & Andriyani, 2024) shows that the clean Friday program at the school instills the value of tolerance. This activity not only maintains environmental cleanliness but also serves as a tool to foster respect among people of different religions. Before the event began, all students prayed according to their respective religions, followed by working together to clean the school environment without regard to religion or background. Teachers play an active role in providing guidance on appreciating differences and fostering cooperation in diversity. Through this activity, students learn directly about the values of tolerance in a fun and communal environment.

(Hasan et al., 2024) and (Khamalah & Andriyani, 2024) show that theory is not the only way to teach tolerance, habituation, example, and direct experience. The clean Friday program instills the value of tolerance thru collaborative activities and a democratic school system, while collegial collective leadership instills it thru democratic school policies and systems. Both show that the formation of tolerant character must be done regularly and thoroughly, involving school citizens as a real example for students. By implementing both of these programs, the school becomes a safe, inclusive, and respectful place where students learn to appreciate differences and use diversity as a strength for living together.

d. Religious Tolerance Education through Culture

Habituation is one of the most effective strategies for instilling values of tolerance and religious moderation in the elementary school environment. This approach stems from the principle that character cannot be formed instantly thru theory, but rather through experiences repeated daily until they become ingrained habits within the learners. The habituation from various articles that have been studied includes, according to (Tamaeka, 2022b), (Erfandi et al., 2025), (Mustafida & Bela Dina, 2021), (Irbathy et al., 2025), (Santoso & Bustam, 2024), which shows that habituation plays a central role in building students' tolerant, religious, and socially-minded character.

In the context of basic education, habituation is done through various routine activities that instill the values of competitiveness, respect, and appreciation for differences. According to (Tamaeka, 2022), simple habits such as greeting, praying together, being polite, and working cooperatively in groups can be an effective (Mustafida & Bela Dina, 2021) means of fostering tolerance. This is also clarified by (Erfandi et al., 2025) that in instilling moderation values thru religious activities such as reading the Quran, praying in congregation, and cross-student social activities. In which the teacher acts as a role model to demonstrate fairness, openness, and respect for differences in front of the students. Meanwhile, according to , habituation can be realized through a multicultural school culture. These activities are carried out during the celebration of major interfaith holidays, the provision of places of worship for various religions, and joint community service, which have become a routine to instill a sense of mutual respect among students. This routine can create a real-life practice for students to learn to live in

diversity. Additionally, (Irbathy et al., 2025) emphasizes the importance of habits such as morning handshakes, prayers according to each individual's religion, and cross-cultural literacy activities as a means of sustainable character development. Meanwhile, according to (Santoso & Bustam, 2024), habituation is not merely a formal routine but an internal process of values through the repetition of positive behaviors accompanied by teacher role modeling. Another example is that habituation can be realized through imtaq activities, communal prayer according to each individual's beliefs, and the celebration of major holidays involving all students regardless of differences.

Thus, habituation has a positive impact on children's social and moral development. Students who are accustomed to tolerant activities will show improved empathy, discipline, respect for friends, and the ability to cooperate while appreciating diversity. Schools that consistently implement habituation are likely to have a conducive learning environment that supports the formation of moderate religious character. This is also supported by the role of teachers in their success as direct role models for students. Thus, habituation serves as a bridge between knowledge and behavior. The values taught in schools can be applied in daily life through simple routines that can cultivate tolerant character within students. Therefore, from simple activities performed repeatedly, students can learn to appreciate differences, live peacefully, and uphold human values. The process of habituation, realized through teacher examples and a multicultural school culture, is key to the emergence of a moderate young generation ready to live side by side in a diverse society.

e. Religious Tolerance Education Through Facilities

According to (Rodin, 2025), educational facilities, particularly mini libraries, can serve as effective means of instilling interreligious tolerance values from an early age in elementary school. In the context of character education and religious moderation, facilities such as mini libraries are not merely spaces for reading, but also serve as places for social and emotional learning that help shape students' personalities to become open-minded, empathetic, and respectful of differences.

The mini library is designed as an inclusive space where students from various religious and cultural backgrounds can interact without boundaries. Through a diverse collection of books ranging from Indonesian folktales and stories of tolerant figures to picture books themed around togetherness students are introduced to universal human values such as mutual respect, helping others, and appreciating different beliefs. Activities such as group reading, storytelling, and light discussions about book content serve as moral reflection media that help students understand that differences are not sources of conflict but treasures to be preserved. In addition to its literacy function, the mini library also serves as a social space that strengthens harmonious interaction among students. In a relaxed and open atmosphere, children can learn to discuss, share perspectives, and express opinions politely. Teachers play an important role in guiding these activities so that the values of tolerance are not only understood cognitively but also practiced in daily behavior. For example, through interfaith group activities, students learn to respect one another and work together regardless of their religious backgrounds.

This study also shows that the presence of a mini library has a positive impact on the school climate. The school becomes a friendlier, more open environment that appreciates diversity. Children demonstrate improvements in empathy, cooperation skills, and social sensitivity toward differences. Thus, the mini library serves a dual function as a means of broadening knowledge and as a tool for fostering tolerant character. Overall, the findings of this study emphasize that educational facilities have great potential as instruments for instilling the values of tolerance, provided they are managed with a humanistic and interactive approach. The mini library is not merely a place to store books but a living space for character education, where children can learn the importance of respecting differences through reading, dialogue, and social interaction. With this approach, elementary schools can become a strong foundation for building a young generation that is open-minded, peace-loving, and ready to live harmoniously in a pluralistic society.

D. CONCLUSION

Based on the results of a literature review using a systematic literature review approach, this study confirms that elementary schools play a strategic role in instilling the foundation of religious tolerance in students amidst Indonesia's diverse society. This review identifies five general approaches that consistently appear across the literature and contribute to strengthening students' ability to respect diversity and interact inclusively. This research provides a scientific contribution in the form of a comprehensive mapping of the development of tolerance education research in elementary schools from 2021–2025. The findings serve as a foundation for formulating more systematic school policies, developing learning practices aligned with religious moderation, and enhancing teacher competence in internalizing tolerance values. These findings also open opportunities for further research focusing on the effectiveness of each strategy in different school contexts and strengthening collaboration between teachers, families, and the community in creating a peaceful and civilized educational ecosystem.

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