

## Development of a group guidance model based on *polibu ntodea* culture to improve tolerance values among students

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**Abstract:** This study aims to: (i) obtain a description of the need to develop a group guidance model based on Polibu Ntodea to increase tolerance values among students; (ii) yield a description of the prototype of a group guidance model based on Polibu Ntodea that can increase tolerance values among students; and (iii) determine the validity and practicality of a group guidance model based on Polibu Ntodea that can increase tolerance values among students. This study adopted the 5-step Borg & Gall research and development model. The subjects of the study were seven students of SMAN (State Senior High School) 4 Sigi in the odd semester of the academic year 2021/2022, selected using the purposive sampling technique. In this study, both qualitative and quantitative approaches were used for the analysis. The results of the study showed that: (i) the development of a group guidance model based on Polibu Ntodea was very necessary to increase tolerance values among students; (ii) this study yielded a product, which is a group guidance model based on Polibu Ntodea that can increase tolerance values among students; and (iii) a group guidance model based on Polibu Ntodea was very useful, feasible, appropriate, and practical to use to increase tolerance values among students.

**Keywords:** model development; group guidance; *polibu ntodea*; tolerance values.

**Abstrak:** Tujuan penelitian ini adalah: (i) memperoleh gambaran kebutuhan pengembangan model bimbingan kelompok berbasis *Polibu Ntodea* yang dapat meningkatkan nilai-nilai toleransi siswa; (ii) menghasilkan gambaran prototipe model bimbingan kelompok berbasis *Polibu Ntodea* yang dapat meningkatkan nilai-nilai toleransi siswa; (iii) menetapkan validitas dan kepraktisan model bimbingan kelompok berbasis *Polibu Ntodea* yang dapat meningkatkan nilai-nilai toleransi siswa. Penelitian ini menggunakan metode penelitian dan pengembangan (*research and development*) model Borg dan Gall yang terdiri dari 5 tahapan. Subjek penelitian ini sebanyak 7 siswa SMA Negeri 4 Sigi semester ganjil tahun pelajaran 2021/2022 dengan teknik pemilihan sampel *purposive sampling*. Penelitian ini menggunakan pendekatan analisis kualitatif dan analisis kuantitatif. Hasil penelitian menunjukkan bahwa: (i) pengembangan model bimbingan kelompok berbasis *Polibu Ntodea* sangat dibutuhkan untuk meningkatkan nilai-nilai toleransi siswa; (ii) penelitian pengembangan ini menghasilkan suatu produk yaitu model bimbingan kelompok berbasis *Polibu Ntodea* yang dapat meningkatkan nilai-nilai toleransi siswa; (iii) model bimbingan kelompok berbasis *Polibu Ntodea* sangat berguna, sangat layak, sangat tepat dan sangat praktis digunakan sebagai salah satu model bimbingan kelompok untuk meningkatkan nilai-nilai toleransi siswa.

**Kata Kunci:** pengembangan model; bimbingan kelompok; *polibu ntodea*; nilai-nilai toleransi.

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## INTRODUCTION

School is an educational institution designed to provide knowledge, nurture, and form characters and morals that will influence student behavior (Purnama & Raharjo, 2018). It is expected that education can promote thinking skills and form good characters (Mustofa & Setiyowati, 2021). Character education is an effort to instill the religious, moral, and ethical values in students through science with the support of parents, teachers, and society (Annisa et al., 2020).

Schools have the missions to provide comprehensive services effectively, achieve goals, develop optimally, and overcome problems. Schools, as one of the educational institutions, have the task to accomplish the purpose of education (Calam et al., 2020). It is important to build a sense of fellowship and unity at schools. Fellowship means an intimate friendship, mutual care, mutual help and harmony (Siregar, 2018). However, there is no denying that some students face problems at school; some of which are social issues. Social offenses that students commonly do include ridiculing, fighting, hating, antagonizing, and ending in brawls between schools or between villages. The occurrence of those conflicts indicates low tolerance values among students. Common offenses among high school students include gangs, brawls, and violations of school rules (Sabardila et al., 2018). In fact, although conflicts are inevitable, the solutions should be non-violent and involve all parties (Fitriani, 2020).

The results of the preliminary study conducted in December 2020 through interviews with the school counselor showed that the conflicts in SMAN 4 Sigi were caused by ridicule, hostility, discrimination, harm, destructive behavior, lack of respect, jealousy, limiting friendships, not wanting to lose, and not being willing to accept the strengths of the others. Those are the triggering factors of fights between individuals and even between villages. This can be an indication of the diminishing sense of unity and togetherness in society. Low tolerance values can cause conflicts. The indicators of low tolerance values among students include religious and ethnic fanaticism, distrust towards other religions and ethnicities, secularism, threatening conditions, and social media (Anshari, 2021).

Society must be made aware of the importance of nurturing and preserving tolerance to build national unity and integrity, prevent mass classes, and eliminate suspicion of another group (Rijal, 2021). In view of this phenomenon, a step

must be taken to promote tolerance values among students. It is expected that school counselors can develop and maintain tolerance values in students. School counselors are responsible for facilitating students' access to guidance and counseling services (Hartono, 2020). Teacher professionalism plays an important role in preparing the young generation to be empowered, to possess emotional intelligence, and to acquire skills and expertise (Angkur, 2020).

Based on the discussion between the researchers and the school counselor about the problems in the school, the researchers were interested in developing a group guidance model to instill tolerance values in the students by involving other related parties, such as the PAI (Islamic Science) and civics teachers, the vice principal, the committee chairman, and the school principal. All the related parties participated in discussing a collaborative action to reduce intolerance behavior among students by incorporating *Kaili* culture, *Polibu Ntodea*. *Polibu Ntodea* is a place for meeting and consensus decision-making in a friendly manner (Haliadi, 2008). The researchers considered that *Polibu Ntodea* was appropriate to be introduced in the school environment because it is believed to be able to solve students' problems and increase tolerance values. *Polibu Ntodea* is one of the ways the *Kaili* tribe uses to solve social problems. The values of tolerance to be improved include compassion, mutual respect, and recognition of diversity and differences. The use of local culture as an alternative and a priority to resolve conflicts should be considered by society, community leaders, and the government (Rachmawati, 2017).

Effective collaboration between the principal and teachers will create a shared perspective on how to accomplish the school's vision and missions of the school and become a role model for students (Ramdani et al., 2019). Collaboration between teachers and students involves accepting and valuing differences, building good relationships, and promoting empathy (Kasih, Suryadi, 2021).

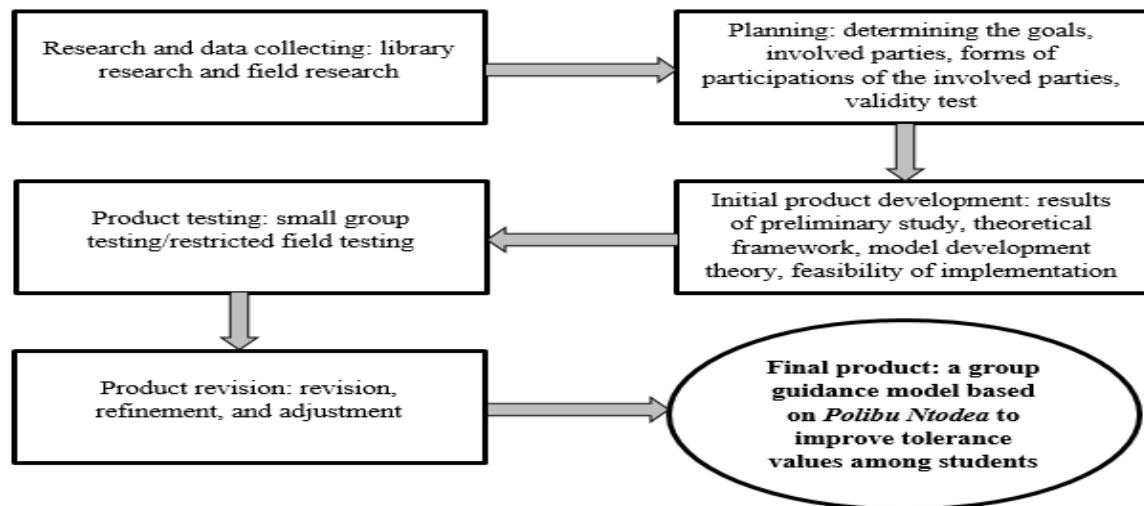
## METHOD

### Research Design

The design of this study was research and development, used to produce a group guidance model based on *Polibu Ntodea* to increase tolerance values among students.

**Development Procedures** This study adopted the model by (Borg, D. Walter, Gall, Joyce, P, Gall, Meredith, 2007) who argued that this model can help improve education. The procedures of this research and development are presented in the following flowchart:

**Figure 1.** Research Procedures



### Location and Time of the Study

This study was conducted in SMAN 4 Sigi in July 2021. This school was chosen as the location of the study because there were frequent fights and brawls at this school between students and between villages.

### Subjects of the Study

The subjects of the study were seven students of SMAN 4 Sigi in the odd semester of the academic year 2021/2022, selected using the purposive sampling technique. The students selected were the students with low tolerance values.

### Instruments for Data Collection

The instruments used to collect data included a questionnaire, interviews, observations, and validation sheets. The questionnaire consisted of 15 question items to collect the data on the levels of tolerance values among students. In-depth interviews were conducted with the *Kaili* tribal leader, the school counselor, and the students, focusing on the problems commonly encountered at the school and the need for a model. The observation guide consisted of 26 aspects that were used to collect information about the process of implementing the *Polibu Ntodea*-based group guidance model. The validation sheets were made to obtain data on the validation team's evaluation on the developed

model and consisted of three types, namely validation sheets for utility, feasibility, and appropriateness tests.

### Data Analysis Technique

This research and development study

employed a qualitative analysis (processing data collected through interviews, observations, expert validation) and a quantitative analysis (processing data collected through the questionnaire on students' tolerance values from a small group testing).

## RESULTS AND DISCUSSION

### Description of the Need for the Development of a Group Guidance Model based on *Polibu Ntodea* at SMAN 4 Sigi

Differences in beliefs are still becoming a problem that causes various conflicts in the school environment (Hidayat, 2023). Based on the interviews with the school counselor of SMAN 4 Sigi on December 10, 2020, it is known that the implementation of the group guidance model provided by the school had not been fully optimized in improving the tolerance values of the students. In addition, information was gathered that the SMAN 4 Sigi students often behaved improperly and defiantly.

Their improper and deviant behaviors included hostility, discrimination, condescension, seeking recognition by bullying, damaging other people's property, disrespect, envy, forming negative gangs, limiting friendships, feelings of not wanting to lose, unwillingness to accept the strengths of other students, and negative thinking. The study by (Jamain & Hafidzi, 2018) suggested that deviant behaviors commonly found in

students include fighting over jokes that offend other students, using rude words to mock or make fun, making raucous noise in the classroom, and breaking the school rules. Naturally, such problems are the responsibility of the teachers and school administrators of SMAN 4 Sigi, particularly the school counselor. Given the above description, it was felt that a group guidance model based on *Polibu Ntodea* was needed in the school to address intolerance among students. It is believed that the values of local wisdom can reduce the intensity of conflicts (Ode & Rachmawati, 2021). In a group guidance model, the group members are trained to resolve conflicts that may arise when communicating with other individuals (Erlangga, 2018).

After participating in the model, it is expected that students will be able to improve their tolerance values and practice them daily in order to prevent further conflicts. This service model leads to self-success in respecting other people and the differences around them, playing an active role in building good group dynamics, accepting other people's opinions, being a good listener, and giving solutions to the group.

To assess the need for the model development, the questionnaire of tolerance values among students was distributed. The results are presented in Table 1 below.

Table 1. Classification and Proportions of the Values of Tolerance among Students Before the Implementation of the *Polibu Ntodea*-Based Group Guidance Model

No	Classification	F	%
1	Very High	0	0
2	High	0	0
3	Low	7	100
4	Very Low	0	0
<b>Total</b>		<b>7</b>	<b>100</b>

#### Description of the Design of a Group Guidance Model based on *Polibu Ntodea* to Improve Tolerance Values

Diversity should be seen as a means of unity in daily life; schools must take part in cultivating tolerance values through learning experiences designed by teachers (Hidayat, 2023). Based on the results of the needs assessment, a group guidance model based on *Polibu Ntodea* was developed to improve tolerance values among students. (Awal, 2020) described the values of tolerance as an attitude of openness and willingness to acknowledge differences in ethnicity, skin color, language, customs, culture, and religion.

The researchers created a book of guidelines to help the students implement the model. The guidebook consisted of: Cover,

Preface, Table of Contents, Objectives, Instructions for Use, CHAPTER I (Rationale, Brief Description, Competency Standards, Objectives, Target Audience, and Benefits), CHAPTER II (Role of the Group Leader, Role of Group Members, Number of Members, Model Implementation Instructions, and Key Topics), CHAPTER III (Conclusion), Appendices, and References.

A total of 15 people met the criteria for the implementation of the group guidance model. They were the school counselor, seven students, the committee chairman, the principal, the vice principal, the PAI and civics teachers, the homeroom teachers of MIA and IIS. This service was conducted in July 2021 for 45 minutes in a classroom of SMAN 4 Sigi. The time allocation and activities are as follows:

Table 2. Time Allocation and Activities

No	Activity	Session	Duration
1	Formation Stage	1. Greeting, prayer 2. Definition, purpose, BKp principles 3. Procedures of implementation 4. Topics of discussion, objectives 5. Orientation 6. Introduction 7. Cultivation of mutual trust	30 minutes

2	Transition Stage	1. Roles of members 2. Overcoming obstacles 3. Readiness	5 minutes
3	Working Stage	1. Tolerance issues 2. Importance of tolerance 3. Positive impacts of tolerance 4. Negative impacts of tolerance 5. Suggestions	20 minutes
4	Summarization Stage	1. Reading out conclusions 2. Agreement 3. Reflection	5 minutes
5	Ending Stage	1. Follow-up plans 2. Feedback 3. Closing	5 minutes

#### Description of the Validity and Practicality Tests on the *Polibu Ntodea*-Based Group Guidance Model

To discover the validity and practicality of the product being developed, the validity test was

conducted by providing the validity sheets to the three experts. The validity test encompassed the utility, feasibility, and appropriateness aspects. The results of the validity test are presented in the table below.

Table 3. Results of the Utility Test

No	Utility	Level of Utility			Total	%
		Expert 1	Expert 2	Expert 3		
1	School Counselor	4	3	4	11	91.7
2	Student	4	3	3	10	83.3
3	Youth organization	4	3	4	11	91.7
4	Tolerance issues	3	4	4	11	91.7
5	Model development	3	4	4	11	91.7
6	Other problems	3	3	4	10	83.3
	Total	21	20	23	64	88.9

Source: Utility Questionnaire

There were six elements of the utility aspect of the *Polibu Ntodea*-based group guidance model assessed by the experts. The 3 shows that the usefulness for the school counselor scored 11 (91.7%), for the students 10 (83.3%), for the youth organization 11 (91.7%), for the improvement of

tolerance values 11 (91.7%), for the basis for developing other models 11 (91.7%), and for the alleviation of other problems 10 (83.3%). It therefore can be assumed that the group guidance model based on *Polibu Ntodea* is useful for increasing tolerance values among students.

Table 4. Results of Feasibility Test

No	Aspect of Feasibility	Level of Feasibility			Total	%
		Expert 1	Expert 2	Expert 3		
1	Attractiveness	3	3	4	10	83.3
2	Convenience	4	3	3	10	83.3
3	Condition suitability	4	3	4	11	91.7
4	Program linkage	3	3	4	10	83.3
5	Benefit	3	4	4	11	91.7
	Total	17	16	19	52	86.7

Source: Feasibility Questionnaire

There were five elements of the feasibility aspect of the *Polibu Ntodea*-based group guidance model

evaluated by the experts. Table 4 shows that the attractiveness scored 10 (83.3%), the convenience

10 (83.3%), the condition suitability 11 (91.7%), the linkage with guidance and counseling programs 10 (83.3%), and benefit for students 11 ((1.7%). Therefore, it can be assumed that the

group guidance model based on *Polibu Ntodea* is feasible to use to increase tolerance values among students.

Table 5. Results of Appropriateness Test

No	Aspects of Appropriateness	Level of Appropriateness			Total	%
		Expert 1	Expert 2	Expert 3		
1	Appropriate to developmental tasks	4	3	4	11	91.7
2	Appropriate to school services	4	3	4	11	91.7
3	Appropriate to culture	3	3	3	9	75
4	Appropriate to student problems	3	3	4	10	83.3
5	Appropriate to the time	3	3	3	9	75
6	Appropriate to participants	3	3	3	9	75
Total		20	18	21	58	80.5

Source: Appropriateness Questionnaire

For the appropriateness aspect of the *Polibu Ntodea*-based group guidance model, there were six elements evaluated by the experts. Table 5 shows that the aspect of appropriateness with the developmental tasks of the students scored 11 (91.7%), with the school services (91.7%), with the local culture 9 (75%), with the students' problems 10 (83.3%), with the time 9 (75%), and with the participants 9 (75%). Therefore, it can be assumed that the group guidance model based on *Polibu Ntodea* is appropriate to use to increase tolerance values among students.

### Revision I

Based on the results of the validity test and expert comments, the researchers made improvements and initial revisions to the model development by considering suggestions and comments for improvement from the experts and practitioner. The suggestions given by the experts are as follows:

- 1) Suggestions from the first expert: **Dr. Ahmad, S.Ag., S.Psi., M.Si.**
  - a) The meeting duration should be presented in a table to make it easier to read.

- b) The guidebook should be made more practical to make it easier for the readers.
- 2) Suggestions from the second expert: **Dr. Arnidah, S.Pd., M.Si.**
  - a) The content of the book should be more operational.
  - b) The cover should be more attractive and the title be short and concise.
  - c) The working principles of the group guidance should be appropriate with *Polibu Ntodea*.
  - d) The elders in the school should be involved.
- 3) Suggestions from the third expert: **Sarlina, S.Pd.**
  - a) The guidebook is clear.
  - b) The content is systematic.
  - c) The cover of the book is nice.

### Small Group Testing

In small group testing, the researchers acted as the facilitators by involving seven students and eight teachers, including the committee chairman, the school counselor, two subject teachers, two homeroom teachers, the vice principal, and the principal as the participants

Table 6. Results of the Practicality Test on the *Polibu Ntodea*-Based Group Guidance Model

Subject	Item						Total
	1	2	3	4	5	6	
1	4	4	3	4	4	4	23
2	3	3	3	3	3	3	18
3	3	3	3	4	4	4	21
4	4	4	4	4	4	4	24

5	4	3	4	3	4	3	21
6	3	3	4	4	4	4	22
7	4	4	3	4	3	4	22
8	3	3	3	3	3	4	19
9	4	4	4	4	4	4	24
10	4	4	4	4	4	4	24
11	4	4	4	3	4	3	22
12	3	4	4	3	4	3	21
13	4	4	3	4	4	4	23
14	3	3	3	3	3	3	18
15	3	3	3	4	4	3	20
Total	53	53	52	54	56	54	322
%	88.3	88.3	86.7	90	93.3	90	89.44

Source: Participant Assessment Sheet

The responses to the implementation of the group guidance model based on *Polibu Ntodea* are classified into six aspects. Table 6 shows that the item number 1 on attractiveness scored 53 (88.3%), number 2 on usefulness 53 (88.3%), number 3 on the simplicity 52 (86.7), number 4 on the effectiveness 54 (90%), number 5 on the convenience 56 (93.3%), and number 6 on the cost-effectiveness 54 (90%). Therefore, it can be assumed that the group guidance model based on *Polibu Ntodea* is practical to use.

## Revision II

The second revision was performed based on the results of the small group testing. The process included refinement, adjustment, and evaluation. Then, the data were analyzed and the second revision of the model development. Based on the data obtained, the group guidance model based on *Polibu Ntodea* to increase tolerance values among the students of SMAN 4 Sigi was easy to implement. The data also showed that the group guidance model based on *Polibu Ntodea* was valid and practical to use.

Education is necessary not only to develop intelligent students, but to also cultivate noble values or characters (Nantara, 2022). Teachers have an important role in instilling tolerance values in students as tolerance is vital. Thus, effective strategies are needed. Teachers are a critical component in improving the quality of education (Djollong & Akbar, 2019). Furthermore, (Pitaloka & Purwanta, 2021) added that fostering values, including tolerance values, in students at school is the role of a teacher because school is a place that greatly influences the growth and development of students' characters.

Based on the need assessment through interviews with the school counselor, the PAI

teacher, and some students, it is known that the students had low tolerance values. This can be seen from numerous social offenses commonly committed by the students at school, such as mocking, hostility, discrimination, fights, humiliation, hatred, hurting, and damaging other people's properties.

The researchers were interested in developing a group guidance model based on the local culture of the Kaili tribe with the hope that students would be more enthusiastic about participating in the group guidance and build intimacy in it. The *Polibu Ntodea*-based group guidance service model is implemented by the group leader (school counselor) and group members (students, principal, vice principal, civics teacher, PAI teacher, homeroom teachers, committee chairman) sitting together to discuss problems that occur at SMAN 4 Sigi, and then finding solutions together by consensus so that students can instill tolerance values in themselves.

The implementation of the *Polibu Ntodea*-based group guidance to improve students' tolerance values can result in positive changes. This is consistent with the study by (Misrawati, 2018) on the development of a group counseling model using the modeling technique based on *Tudang Sipulung* to increase discipline among the students of SMK Farmasi Yamasi Makassar, which showed that the model is proven effective in improving student discipline.

In this study, the guidelines were tested for validity, which consisted of Utility, feasibility, and appropriateness by the experts and practitioner, namely: Dr. Ahmad S.Ag., S.Psi., M.Si., Dr. Arnidah, S.Pd., M.Si. dan Sarlina, S.Pd. The results of validity test showed that the *Polibu Ntodea*-based group guidance model is suitable for use in SMAN 4 Sigi. The researchers also conducted a small group testing on seven students

and eight teachers with the aim of investigating the effectiveness of the *Polibu Ntodea*-based group guidance in improving tolerance values among students in SMAN 4 Sigi.

## CONCLUSION AND SUGGESTIONS

Based on the results, discussion, and stages of the model development, it can be concluded that:

1. A group guidance based on *Polibu Ntodea* was needed due to low tolerance values among students, such as mocking, hostility, discrimination, jealousy, not wanting to lose, bullying, and fights. It was also necessary based on the results of the analysis of seven students, which showed that all of these students had a low level of tolerance values. Therefore, a group guidance model based on *Polibu Ntodea* became a product that was needed in SMAN 4 Sigi to address such a behavioral problem.
2. The development of the group guidance model based on *Polibu Ntodea* consisted of five stages: 1) planning, 2) initial product development, 3) product validity test, 4) small group testing, and 5) final product of the *Polibu Ntodea*-based group guidance model packaged in a guidebook.
3. The group guidance model based on *Polibu Ntodea* was stated as highly valid and very practical to improve tolerance values. Highly valid means the group guidance model based on *Polibu Ntodea* is useful, feasible, and appropriate. Meanwhile, very practical means the model is attractive, useful, simple, effective, convenient, and cost-effective. These results suggest that the *Polibu Ntodea*-based group guidance model is acceptable and suitable for use in SMAN 4 Sigi.

This research provides advice to:

1. This *Polibu Ntodea*-based group guidance model is based on the need for a model that can be used by school counselors for students with low tolerance values. Given the need and problems in guidance and counseling, this research and development is recommended to be implemented in schools to assist school counselors in increasing tolerance values among students.
2. This model has only been developed to increase tolerance values in students, so future researchers are encouraged to analyze, examine, and develop this model on various targets.

3. The problem of low tolerance values among students is not unique to SMAN 4 Sigi, but also exists in other schools and regions. Therefore, future researchers may have the opportunity to develop other types of guidance models using local culture.

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