

PENDIDIKAN TOLERANSI DALAM PERSPEKTIF IPS SEBAGAI PEMBUDAYAAN SEKOLAH MELALUI *HIDDEN CURRICULUM* DI SMAN KOTA MATARAM, LOMBOK, NUSA TENGGARA BARAT

ABDURROHMAN

ABSTRAK

Penelitian ini bertujuan mengetahui praksis pendidikan toleransi melalui kurikulum tersembunyi di SMAN Kota Mataram. Penelitian ini menggunakan metode kualitatif dengan pendekatan studi kasus. Lokasi penelitian ini di sekolah-sekolah SMAN kota Mataram. Analisis data menggunakan analisis deskriptif kualitatif dengan teknik interaktif model Miles & Huberman. Subyek penelitian ini adalah kepala sekolah, wakil kepala sekolah, guru agama, siswa, guru, wali siswa dan komite sekolah. Hasil penelitian menunjukkan bahwa; 1). Nilai-nilai toleransi lebih efektif ditanamkan melalui *hidden curriculum* dengan cara pembiasaan, keteladanan, interaksi sosial non-formal dan didukung budaya sekolah inklusif. 2). Sekolah tidak memiliki regulasi atau kebijakan tertulis tentang toleransi tetapi kebijakannya lebih bersifat praksis, tidak diskriminatif yang mencerminkan prinsip keadilan dan kesetaraan; 3). Praksis pendidikan toleransi melalui kurikulum tersembunyi ditanamkan melalui kegiatan non-akademik seperti kegiatan keagamaan, sosial, dan budaya yang menjunjung tinggi kebersamaan dan persaudaraan; 4). Praksis pendidikan toleransi melalui kurikulum tersembunyi berimplikasi pada kehidupan di sekolah yang aman, nyaman, harmonis, sehingga tidak ada kasus intoleransi di lingkungan sekolah. Dengan demikian, pendidikan toleransi melalui kurikulum tersembunyi di sekolah-sekolah SMAN kota Mataram secara signifikan mampu membentuk perilaku peserta didik inklusif dan toleran. Mengacu pada hasil penelitian ini direkomendasikan untuk sekolah SMAN agar terus memperkuat dan memfasilitasi kegiatan-kegiatan non-akademik yang dapat mendorong interaksi lintas agama, lintas etnis dan budaya melalui perayaan hari besar keagamaan, kegiatan sosial dan budaya baik secara bersama maupun kolaboratif

Kata Kunci : Pendidikan Toleransi, Budaya Sekolah, Kurikulum Tersembunyi

***TOLERANCE EDUCATION IN THE SOCIAL STUDIES PERSPECTIVE AS
A SCHOOL ENCULTURATION THROUGH THE HIDDEN CURRICULUM
IN PUBLIC SENIOR HIGH SCHOOL (SMAN) IN MATARAM CITY,
LOMBOK WEST NUSATENGARA***

ABDURROHMAN

ABSTRACT

This study aims to explore the praxis of tolerance education through the hidden curriculum in public senior high schools (SMAN) in Mataram City. The study employs a qualitative method with a case study approach. The research was conducted in several public senior high schools in Mataram City. Data analysis was carried out using descriptive qualitative analysis with Miles & Huberman's interactive model. The subjects of this research included school principals, vice principals, religious education teachers, students, teachers, parents, and school committees. The findings reveal that: 1). School policies related to tolerance are implemented through habituation and role modeling rather than formal classroom learning; 2). The praxis of tolerance education through the hidden curriculum is instilled in non-academic activities such as religious, social, and cultural programs that uphold diversity; 3). The praxis of tolerance education through the hidden curriculum has implications for creating a safe, comfortable, harmonious, and fraternal school environment, resulting in the absence of intolerance cases within the school. Thus, tolerance education through the hidden curriculum in public senior high schools in Mataram City has been proven to significantly shape students' inclusive and tolerant behavior. Referring to these findings, it is recommended that public senior high schools continue to strengthen and facilitate non-academic activities that encourage interfaith, interethnic, and intercultural interactions through the celebration of religious holidays as well as social and cultural activities, conducted either collectively or collaboratively.

Keywords: Tolerance Education, School Culture, Hidden Curriculum