

Wali Songo's Teachings as an Inspiration for Education in Preventing Intolerance Among Adolescents

Linka Latifany Falasifa Reidana¹, Im Hambali², Diniy Hidayatur Rahman³, Muslihati⁴

^{1,2,3,4}Universitas Negeri Malang, Malang, Indonesia
Email Address: linka.latifany.2301118@students.um.ac.id

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Abstract: Adolescents are valuable assets for Indonesia's progress, yet many of them face issues such as delinquency and intolerance. This study aims to examine the tolerance values taught by Wali Songo as an inspiration for multicultural guidance and counseling services to prevent intolerance among adolescents. The study employs a Systematic Literature Review (SLR) method with the PRISMA framework to explore Wali Songo's teachings in mitigating intolerance among youth. A total of 89 articles were identified, filtered to 62 relevant ones, and ultimately analyzed 10 high-quality articles. This approach involves multicultural education, social activities, interfaith dialogues, and creative programs emphasizing cooperation and empathy. The findings indicate that applying Wali Songo's tolerance values in guidance and counseling services can shape adolescents to become more inclusive and appreciative of diversity, fostering a more harmonious society.

Keywords: Wali Songo Teachings, Intolerance, Adolescent, Guidance and Counseling

Introduction

Adolescents are one of the most valuable assets for the advancement of a nation. Their ideas and thoughts are essential for the progress of the country. Therefore, as the younger generation, they must contribute meaningfully to the nation, one of which is reflected in a harmonious society that upholds a high level of tolerance. Adolescents should be able to respect and honor the differences and diversity in Indonesia. They require guidance and protection to ensure their physical, mental, and social development is comprehensive, balanced, and in harmony (Fajar Fadilah et al., 2023). Adolescents are expected to grow and develop in line with their developmental aspects, but not all of them are able to fulfill these developmental aspects entirely.

Several facts found in the field regarding juvenile delinquency reveal behaviors leading to criminal acts, such as children killing their parents, student brawls resulting in fatalities, cases of sexual abuse committed by teenagers, and a series of other incidents that fill news outlets, social media, newspapers, and television daily (Setyowati & Al Masjid, 2022). These phenomena require special attention from various parties to minimize and address legal issues involving children more effectively. Counselors or school guidance and counseling teachers play a pivotal role in shaping adolescents' character (Farozin et al., 2019). One of the measures counselors can take is providing guidance and counseling services related to peace and tolerance values.

Tolerance is manifested as an attitude of respecting others who differ from oneself. It also serves as a value orientation toward differences, reflected in attitudes or behaviors. Furthermore, tolerance is often equated with openness and goodwill toward diversity. Tolerance means accepting differences (cultural, ideological, or behavioral practices) by deliberately refraining from prohibiting, obstructing, or forcibly interfering with disapproved behaviors (Agung, 2022). According to UNESCO (1995), tolerance is respect, acceptance, and appreciation for the rich diversity of our world's cultures, forms of expression, and ways of being human. Therefore, it is crucial for adolescents to possess a sense of tolerance, particularly as part of the Standar Kompetensi Kemandirian Peserta Didik (SKKPD). Tolerance helps

adolescents develop ethical behavioral foundations, which support the advancement of other developmental aspects (Muhammad, 2021).

However, attitudes that fail to respect individual differences are known as intolerance. According to Subagyo, intolerance is an attitude, perspective, and behavior that does not accept the differences of others, groups, or communities, viewing them as wrong, forbidden, and something to be opposed, fought against, or eliminated (Subagyo, 2020). Intolerance is further defined as the unwillingness to grant rights to individuals or groups who differ in beliefs, ideologies, social statuses, or ethnicities (Nurhakim et al., 2024). Hunsberger identifies intolerance as negative actions driven by false simplifications or "excessive prejudice." This prejudice comprises three components: (1) cognitive components including stereotypes about "inferior out-groups"; (2) affective components such as deep-seated dislike or disgust toward out-groups; and (3) negative actions against members of out-groups, both interpersonally and in terms of socio-political policies (Laoli et al., 2023).

The Kompas.com news page highlights several cases of intolerance in schools, such as the prohibition of wearing the hijab in SMPN 1 Singaraja and SMAN 2 Denpasar, as well as policies mandating female students to wear Muslim uniforms in SD Negeri 3 Karang Tengah Yogyakarta (Dian Ihsan, 2021). Study by Adawiyah, using data from the Setara Institute on the Tolerant City Index for 94 cities in Indonesia revealed that two cities in West Java, Depok and Bogor, ranked among the 10 least tolerant cities (Al Adawiyah et al., 2020). Within these intolerant groups, adolescents are a demographic requiring particular attention. Given this reality, solutions to narrow the growth of intolerance, particularly among adolescents, are necessary. One alternative to prevent intolerance is through the teachings of Wali Songo, which serve as educational inspiration to combat intolerance among adolescents.

The teachings of Wali Songo include the philosophy of *dakwah bil hikmah* or *kenek iwake gak buthek banyune*, which means "catching fish without muddying the water." This philosophy translates to "preaching without violence or coercion" (Nurhasanah & Alimni, 2022). One of Wali Songo's significant achievements in spreading Islam in Java and the Indonesian archipelago was the penetration of Islamic values through wise methods. Their unique approach to spreading Islam involved high tolerance toward the Javanese people, who were deeply rooted in their ancestral cultures and traditions (Kharis, 2020). Thus, the internalization of Islamic teachings through Javanese culture was well-received, representing a form of mutual tolerance. Wali Songo's role in spreading Islam peacefully was deeply rooted in their adherence to tolerance. They instilled tolerance in society through creative media that were well-accepted by the community.

Regarding Wali Songo's educational creativity, a concrete example is Sunan Kalijaga's initiative to use wayang (shadow puppetry) as a medium for dakwah. Initially, wayang was considered forbidden due to its resemblance to human figures. Creatively, Sunan Kalijaga modified the wayang figures so they no longer resembled humans precisely, such as elongating the hands compared to the legs and designing the heads to resemble animals. This proposal was approved by the Wali council, supporting Sunan Kalijaga's educational strategy using arts and culture, including shadow puppetry performances that incorporated Islamic principles and the Wali Songo's creative narratives. These creative media were designed to respect the long-standing local cultures, fostering tolerance in the community (Fadli, 2019). The tolerance values taught by Wali Songo in spreading Islam in Java can indeed inspire the implementation of guidance and counseling services.

This study aims to examine Wali Songo's teachings in internalizing Islamic principles without eroding the social and cultural values of Javanese society at that time. The findings can

serve as an inspiration for multicultural guidance and counseling to prevent intolerance among adolescents.

Research Method

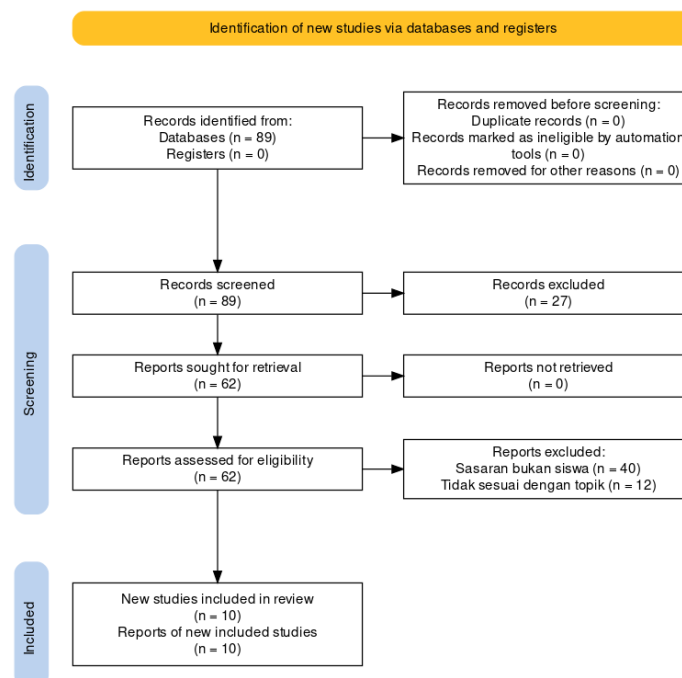
Based on the explanation of intolerance and Wali Songo's teachings, this study employs the Systematic Literature Review (SLR) technique. The research follows the Preferred Reporting Items for Systematic Review and Meta-Analysis (PRISMA) guidelines to ensure a rigorous and unbiased review process (Gates & March, 2016). The PRISMA method underpins a four-phase flow diagram for the SLR technique.

The first stage involves identifying articles through various databases using well-informed keyword searches, filtering information by publication year, and including as many relevant article types as possible. The literature search was conducted through the Google Scholar database, filtering publications from 2017 to 2024 and combining relevant keywords such as intolerance, Wali Songo's teachings, and Sunan. After identifying the literature, the second stage involves screening, where the researchers determine the scope of records relevant to the study by reviewing the abstracts and conclusions of the filtered literature. The third stage is eligibility checking, consisting of evaluating the full texts of selected literature to decide their inclusion or exclusion in the study.

The research questions (RQs) were formulated based on the needs of the research topic, as follows:

RQ1: What are Wali Songo's teachings related to interfaith tolerance?

RQ2: How can Wali Songo's teachings be integrated into multicultural guidance and counseling to prevent intolerance among adolescents?



Figur 1. PRISMA Analysis

Based on the PRISMA analysis, the authors identified (n=89) journal articles that were reviewed and classified according to the topics of intolerance and Wali Songo's teachings on

tolerance. At this stage, the authors found that the eligible articles to be included in the study were (n=89), while the total number of rejected articles was (n=27). The final stage was inclusion, which involved classifying whether the literature was relevant to the topics of intolerance and Wali Songo's teachings on tolerance. Subsequently, the authors conducted a full-text review of 62 journal articles and selected them based on predetermined criteria. Finally, after the selection process, a total of (n=10) journal articles were considered the most relevant and high-quality for analysis of Wali Songo's teachings on tolerance and diversity to prevent intolerance.

Results and Discussion

RQ1: What are Wali Songo's teachings related to interfaith tolerance?

Based on the analysis of 10 journal articles, each Wali Songo figure adopted unique approaches to teaching interfaith tolerance. The explanations are as follows:

Table 1. The Teachings of Tolerance by the Wali Songo

No.	Name & Region	Teachings
1	Sunan Gresik (Maulana Malik Ibrahim), Gapuro, Leran, Gresik, East Java	Sunan Gresik, one of the first Wali Songo to arrive in Java, was known for his friendly and open approach to the local community. He not only spread the teachings of Islam but also introduced new methods in agriculture and trade. In delivering his message, Sunan Gresik deeply respected local traditions and beliefs, emphasizing that tolerance and mutual respect are key to fostering peace and harmony in a diverse society.
2	Sunan Ampel (Raden Rahmat), Ampel Denta, Surabaya, East Java	Sunan Ampel played a significant role in establishing Islamic boarding schools (<i>pesantren</i>) as centers of Islamic education in Java. His teachings emphasized the importance of noble character and tolerance in daily life. Sunan Ampel taught that living peacefully together, respecting differences, and prioritizing unity are integral parts of Islamic teachings. His <i>pesantren</i> became a place where the values of tolerance were both taught and practiced by the students.
3	Sunan Bonang (Makhдум Ibrahim), Kediri dan Lasem, East Java	Sunan Bonang was known for his creative approach to spreading Islam through art, particularly <i>gamelan</i> music and <i>wayang kulit</i> (shadow puppetry). He used local culture as a medium for conveying his teachings, reaching the hearts of the people. Sunan Bonang taught that art and culture could serve as bridges to understanding and respecting differences. Through his works, he delivered messages of tolerance and togetherness.
4	Sunan Drajat (Raden Qosim), Desa Drajat, Lamongan, East Java	Sunan Drajat was renowned for his extensive social and charitable activities, emphasizing the importance of helping others and caring for the community, regardless of religious differences. He taught that social welfare and justice are collective responsibilities. Sunan Drajat advocated for harmony and mutual respect among people from various backgrounds.
5	Sunan Kudus (Ja'far Shadiq), Kudus, Central Java	Sunan Kudus was a wali who deeply respected the Hindu and Buddhist traditions present in Java at the time. One example of his tolerance was the construction of the Kudus

		Tower Mosque, which incorporated Hindu-Buddhist architectural elements. He also prohibited the slaughter of cows in his teachings as a gesture of respect for Hindus. Sunan Kudus emphasized that honoring the beliefs and practices of others is essential for peaceful coexistence.
6	Sunan Kalijaga (Raden Mas Said), Tuban, Jawa Timur dan Demak, Central Java	Sunan Kalijaga was famous for his flexible and artistic approach to preaching. He often used <i>wayang</i> (shadow puppets) and <i>tembang</i> (traditional songs) as media for his message. Through this method, Sunan Kalijaga conveyed Islamic values aligned with local culture, making them more acceptable to the community. He also stressed the importance of tolerance and respect for others' cultures and beliefs.
7	Sunan Muria (Raden Umar Said), Muria, Kudus, Central Java	Sunan Muria chose to live in rural areas and directly interacted with farming communities. He taught Islam in a simple and relatable way for the common people. Sunan Muria emphasized the importance of cooperation and mutual assistance in daily life. Through his teachings, he promoted values of unity, tolerance, and mutual respect.
8	Sunan Gunung Jati (Syarif Hidayatullah), Cirebon, West Java	Sunan Gunung Jati played a vital role in spreading Islam in the Cirebon region and its surroundings. He was known for fostering good relationships with local rulers and people from various religious backgrounds. Sunan Gunung Jati taught that Islam is a religion of mercy for all humanity. He highlighted the importance of dialogue and interfaith collaboration to create a harmonious society.
9	Sunan Giri (Raden Paku), Desa Giri, Gresik, East Java	Sunan Giri established the Giri Kedaton Islamic boarding school, which became a center for Islamic education and preaching in East Java. He was known for his inclusive approach to education. Sunan Giri taught that deep knowledge and understanding of religion could help reduce prejudice and intolerance. Through his <i>pesantren</i> , he promoted the values of tolerance, harmony, and mutual respect among his students.

Source: (Fadli, 2019; Hayati et al., 2023; Jenuri & Sutrisno, 2023; Marzuki et al., 2023; Mukzizatin, 2018; Rahmatullah & Subekti, 2023; Subakti, 2023; Winarto et al., 2023; Yuwono, 2017)

The teachings of the Wali Songo hold significant relevance in fostering education on religious tolerance. Through approaches that respect local traditions, promote dialogue, and emphasize moral and social values, they demonstrated how Islam could coexist peacefully with other religions and cultures. Integrating the principles of Wali Songo's teachings into youth education can help shape a more tolerant generation that respects diversity and contributes to creating an inclusive and harmonious society.

RQ 2: How can the integration of Wali Songo's teachings with multicultural counseling and guidance prevent youth intolerance?

The tolerance teachings of the Wali Songo can be integrated into multicultural counseling and guidance services to prevent intolerance among youth. Fundamental principles

taught by the Wali Songo, such as peaceful coexistence, respecting local traditions and beliefs, and emphasizing noble character and unity, are highly relevant in the context of multicultural counseling. Counselors can use these teachings to develop multicultural education programs that incorporate Wali Songo's values of tolerance.

In counseling, values such as respecting differences, cooperation, and mutual assistance can be applied through character and ethical development. Counselors can design counseling programs that focus on building empathy, respect, and social responsibility. Through group discussions and practical activities, youth can learn the importance of appreciating differences and working together for the common good. The art, social, and cultural approaches used by the Wali Songo can also be adopted in multicultural counseling. Counselors might organize activities like music, sociodrama, or art therapy reflecting cultural diversity. These activities provide youth with an enjoyable and interactive way to understand the meaning of tolerance. Art can serve as an effective tool for promoting tolerance and unity among youth (Amirudin, 2018).

The values of mutual help and care for others, regardless of religious differences, can be implemented in guidance programs focusing on social activities and community services. Youth can be encouraged to participate in social projects involving various community groups (Kirani, 2023; Pepsi Febriyanti & Santoso, 2023). Activities such as community cleanups, fundraising, or visits to orphanages can help youth develop empathy and compassion for others, regardless of their backgrounds.

The importance of respecting other religious beliefs and practices can be integrated into multicultural counseling through interfaith dialogue. Counselors can facilitate discussions among youth from diverse religious backgrounds to enhance understanding and reduce prejudice, using group or classical guidance strategies with homeroom techniques. Constructive dialogue can create a more inclusive and tolerant environment. Youth can learn to listen to and understand other perspectives, reducing conflicts and fostering harmony (Rosyid & Kushidayati, 2021). By employing creative methods that convey messages of tolerance and mutual respect, counselors can help youth understand and embrace diversity in an enjoyable and relatable way.

Inclusive education, as taught by the Wali Songo, can help reduce prejudice and intolerance (Syauqi & Baktiar, 2023). In counseling services, counselors can develop educational programs emphasizing inclusivity and appreciation of diversity. These programs may include various educational activities such as seminars, group discussions, and research projects that teach youth about the values of tolerance and inclusivity. By integrating Wali Songo's teachings on tolerance into multicultural counseling and guidance services, counselors can help shape more tolerant youth who respect diversity and coexist peacefully. This approach not only strengthens moral and social values but also contributes to building a more inclusive and harmonious society (Al-Zastrouw, 2017).

Conclusion and Recommendations

The teachings of the Wali Songo hold significant relevance in efforts to prevent intolerance among youth. With approaches that respect local traditions and emphasize moral and social values, the teachings of Wali Songo highlight the importance of peaceful coexistence and respecting diversity. Integrating Wali Songo's teachings into multicultural counseling and guidance services can be an effective solution to prevent youth intolerance. Counselors can utilize the fundamental principles taught by Wali Songo to develop guidance and counseling programs with a multicultural approach that incorporates the values of tolerance. These programs can involve social activities and creative approaches, such as arts and culture, enabling counselors to design group counseling strategies using techniques like sociodrama and homeroom sessions. Through such approaches, counselors can facilitate youth in the

internalization process of valuing differences, developing empathy, and fostering collaboration. This approach not only strengthens moral and social values but also prepares youth to engage in harmonious social environments. Thus, the teachings of Wali Songo can serve as an inspiration for multicultural counseling and guidance services in creating a tolerant environment among youth.

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