

## **THE ROLE OF THE TEACHER IN IMPLEMENTING THE ATTITUDE OF RELIGIOUS TOLERANCE IN CLASS IV ELEMENTARY SCHOOL**

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**Abstract.** The study conducted in the fourth grade of elementary school regarding the role of teachers in instilling an attitude of religious tolerance in students. This research was conducted because of the phenomenon of intolerance that occurred and the awareness of the importance of religious tolerance because there had been cases of intolerance related to religion. The purpose of this study was to find out how the teacher's role in instilling an attitude of religious tolerance in elementary school. The research method used was a qualitative approach with descriptive qualitative methods. research in the form of observations and interviews as well as documentation related to the role of teachers in instilling an attitude of religious tolerance. The result of the research that has been done is that the teacher plays a good role in instilling an attitude of religious tolerance. Inculcating an attitude of religious tolerance to students such as teaching attitudes, not cornering students, the ability to motivate in various ways ,and giving real examples in everyday life. The conclusion obtained from the research that has been done is that teachers play a role in instilling religious tolerance in students so that students can apply the values of religious tolerance in schools.

**Keywords:** the role of teachers, cultivation, religious tolerance

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### **I. INTRODUCTION**

Education is an effort to develop the ability of a student. In addition, education is a way for students to advance society, nation, and state. Education is directly proportional to the progress of the country. If we look at developed countries and ask why they have developed countries, then the quality of education is one of the reasons. The higher the level of education in a country is, the more developed the country is. Good education can create quality human and economic resources [1][2][3].

Education has an important role for humans, especially in facing the challenges of life. This is because education can affect all aspects of personality and the development of human life. Education is universal which means it can be accessed and owned by all children of the nation without exception. In Indonesia, education is a right for every citizen. The progress of a nation can be seen in the quality of its human resources. Quality human resources are not obtained [4][5][6].

According to Dewantara in Sobirin [7] education is very important for human growth and development. Good growth is not only seen physically, but also mentally because this can affect humans due to unbalanced physical and mental development. Therefore, these experts argue that education is an effort to develop and maximize all the potential that exists in students. Education prepares students to face the challenges of globalization facing Orang.

Education prepares students to face the challenges of globalization facing Orang. Many foreign cultures that come from outside then enter Orang. However, not all cultures that enter Orang follow the values of the Indonesian nation, namely Pancasila. Often found several cultures that are contrary to the values of Pancasila. Thus, knowledge and

awareness of national values can be used as a filter for foreign cultures in Orang that enter Orang.

A good foreign culture can be used as an example and can be imitated. A Good culture that can be imitated by the Indonesian people, such as the culture of saying congratulations and greetings as a characteristic of eastern society. Meanwhile, the culture that is avoided is an individualistic and free western culture which is contrary to the characteristics of Indonesian society. The formation of student attitudes is closely related to the role of educators in schools. In this case, the teacher acts as a role model for students. The teacher himself is defined as a person who has full authority and responsibility in the classroom or school to develop his students to the maximum in developing personality values by following the values and attitudes of the Indonesian nation [8].

One of the values and attitudes of the Indonesian people is the attitude of religious tolerance. Education in Orang has made efforts to instill an attitude of tolerance, but the cultivation of tolerance is still a challenge to be instilled in students. Different religious backgrounds such as Islam, Christianity, and Buddhism, do not make them to limit themselves in interacting.:

One form of religious tolerance in the classroom is that before or after starting learning, students pray together. This joint prayer is praying according to each other's religion and beliefs in the heart. In addition, other forms of tolerance are also seen before the religious holiday of one religion, the teacher always reminds before the event of a religious holiday. However, intolerance towards religion occurs during religious lessons, all students, the majority of whom are Muslims, issue the Qur'an and worship together. However, there was a Buddhist disciple who brought a different scripture and prayed differently. From this phenomenon, suddenly the students were insulted by asking questions and

were surprised to see this and assumed that the Buddhist students had orang religion and brought books that were not the same as theirs.

Tolerant attitude of the teacher, underlies how the cultivation of religious tolerance is instilled by students through various learning activities in the classroom by the teacher [9][10][11]. Based on the description of the facts observed by researchers at elementary school, researchers are interested in the role of teachers in inculcating attitudes of religious tolerance in class. In the role of teachers to inculcate attitudes of religious tolerance, several previous studies have been carried out. One of the previous studies refers to the role of teachers in instilling an attitude of religious tolerance. The results found in previous studies show the teacher's role in instilling a good tolerance attitude in students. This is evidence that the teacher's role in instilling an attitude of tolerance is important, especially in Orang itself which has religious adherents.

## II. METHODS

In this research, the researcher wants to know and understand how the teacher's role is in the process of inculcating religious tolerance in class. The type of research that the researcher wants to use is descriptive qualitative research. Sugiyono in Wati, [12] explained that qualitative research is a research method based on a post-positive philosophy that is used to examine the condition of natural objects in a study.

This method can be used by collecting data in a natural setting. Qualitative research uses open interview techniques that are equipped with very in-depth observations to understand the attitudes, views, behavior of a person or group of people who will be used as research objects. In addition, Aziza [13] also explained that the type of descriptive research is if the researcher wants to know the status of something and so on, then the research is descriptive, namely explaining events and things.

The reason the researcher uses this type of research is that he wants to examine the natural object of the teacher's efforts to instill an attitude of tolerance in class IV A SDN Bekasi Jaya 09 East Bekasi District, Bekasi City. The population used is class IV A SDN Bekasi Jaya 09 and the sample used is grade IV A SDN Bekasi Jaya 09 students who are Christian (1 person), Buddhist (1 person), and Muslim (3 people). The research location is at SDN Bekasi Jaya 09 which has the full address at Jl. Jati Raya Orang. 9 Bekasi Jaya Sub-district, East Bekasi District, Bekasi City, West Orang with a postal code of 17112. The research instrument used was observation and interviews which were then strengthened by documentation.

This study aims to reveal the cultivation of tolerance in class IV A SDN Bekasi Jaya 09. The research instrument used was observation and interviews. Research instrument is a tool used by researchers in collecting research data (Gumala, 2018:51-52). The data analysis used while in the field is a model by Miles and Huberman namely: Data reduction, namely summarizing, choosing the main things, and focusing

on the important things. By reducing the data, researchers find it easier to collect data and provide a clear picture of the research. The data display data that has been reduced is then presented and compared with the theoretical study.

Descriptive presentation of material makes it easier for researchers to understand what has happened and to plan further work based on what has been understood. Conclusion that means that the initial conclusions made before entering the field can change without supporting theories and facts. The research results obtained were concluded and analyzed. A conclusion is reasonable if the initial conclusions are consistent with the circumstances at the time of the study. To find out more in detail in analyzing the data, the researcher presents a data analysis chart as follows :



## III. RESULTS AND DISCUSSION

In the research that has been done, the researchers found several roles of teachers in instilling an attitude of religious tolerance to students, namely as follows.

Researchers made observations in the morning when they had not started learning in class. When students are in class ready to learn, the class teacher comes and knocks on the classroom door and enters the classroom. The interesting thing that the researcher observed was when the teacher greeted the students in the class. The greetings spoken by the teacher when entering the classroom were Assalamualaikum Warahmatullahi Wabarakatuh, Shalom, Om Swastiastu, Namo Buddhaya, Greetings of Benevolence. The greetings contain greetings from various religions such as Islam, Christianity, Buddhism, Hinduism, and Confucianism of course. This is reinforced by an explanation from the teacher who said:

*“All the students in class IV A are Muslims and other religions too, so I use greetings when I enter class with greetings from various religions. My goal is to be able to accommodate the religious diversity in that class.”*

Another observation that the researchers made in class IV A was in the morning when they started learning. The information that the researcher got when starting learning was that students prayed according to their respective religions and beliefs. In addition, researchers also observed the condition of students when they finished learning in class and were about to leave the class. The teacher gives direction to students to pray according to their respective religions and beliefs. Then this is reinforced by the opinion of the teacher who said

*“That's right, me and the children, when we pray before and after learning in class, we do pray according to our respective religions. Because every child has the right to have their own religion, yes, and they also have the right to pray according to their respective religions. This is so as not to offend a student with a different faith from*

*another in class and praying according to their respective religions has become a daily routine in class every day."*

This is in accordance with Suyadi's opinion in Febriani [14] yang menjelaskan di dalam kemampuan membuka dan which explains that the ability to open and close lessons is not only reading prayers but also discussing topics of discussion that will be carried out and have been carried out in lessons during the learning process. The teacher must open the lesson by not inclining prayer to a religion even though that religion is the majority in the class [15][16]. Likewise with closing lessons that have been implemented. Teachers are also not allowed to be more inclined to a religion that is the majority in the class. Then the role of the teacher is in accordance with the orang of religious tolerance proposed by Dewi [17], which is to give religious rights to everyone. Giving religious rights to everyone is to provide facilities and guidance to teachers and students in carrying out religious activities, the granting of permission to carry out religious activities and all school members may carry out any activities at school regardless of religion and background as long as it does not violate the rules. Exists even if it is only limited to praying according to their respective beliefs.

In the classroom at the time of just starting learning. Activities in the morning before starting the lesson, the class teacher gave motivation and encouragement related to religious tolerance in the classroom. Motivation is given by giving lectures to class IV A students related to religious tolerance. During the time giving motivation with a lecture by the teacher, the researcher saw that the students also listened to what the class teacher said. This was then reinforced by an explanation from the teacher who said that :

*"The advice method must be carried out by every teacher and school to students because students are teenagers who still need advice that can support them in a better direction. Therefore, this method must run continuously because the principal method of advice is to always remind students that the values of tolerance are embedded in students.*

In addition, the researcher also found a class teacher who was doing religious learning. The religious lesson activities carried out are Islamic religious lessons. The initial activity was carried out by praying according to the way of the Islamic religion. This is because the religious lessons carried out are Islamic religious lessons so prayers are also carried out according to the way of the Islamic religion. When starting learning activities, the teacher gives directions and allows non-Muslim students, namely Christian and Buddhist students named CH and FR to be free to leave the classroom or remain in the classroom. When non-Muslim students are faced with a choice between being in class or outside of class, students named CH and FR still agree to be in class. Then this is reinforced by the opinion of the teacher who said:

*"At the time of religious studies here, the majority are still Muslims. Then I usually tell non-Muslim students to be in class or outside of class. It's their choice and they are free to be inside or outside the classroom. However, they usually prefer to stay in class. The non-Muslim students continue to listen to the contents of the Islamic religious*

*lesson delivered by the teacher and they do not mind it and do not disturb their Muslim friends."*

Then, the next finding was that when the students had finished learning in class, the students were getting ready to go home. However, before going home students are required to perform the Dzuhur prayer together because the call to prayer has sounded. The researcher saw that when the Dzuhur call to prayer sounded, the students looked rowdy and disorganized. Then the class teacher gives directions to students to be quiet and conducive and instructs students to take off their shoes first and go for ablution and pray in the school prayer room. This is following the explanation of the class teacher who said: *"When they come in that afternoon, the children have to pray first in the mosque, and then they can go home. For non-Muslims, they can just go home, that's okay too."*

This is following the teacher's role in inculcating an attitude of religious tolerance proposed by Kartini [18] that basically, humans from birth have brought good values. Therefore, it is an important role for a teacher to develop these good values. These good values include religious values [19][20]. The role played by the teacher in instilling an attitude of religious tolerance, is following the indicators of religious tolerance. The orang of religious tolerance in question is taking care of each other and not disturbing adherents of other religions as stated by Dewi et al. [17] who said that with religious tolerance, they could take care of each other and not interfere with other religious activities. Continue to respect each other's beliefs, and never bring each other down. Then also accept and allow the existence of other religions in the classroom. This is according Sulastri [21], explains when we are in a place or environment and we meet friends who have different religions, then we voluntarily allow and give up adherents of that religion so that the tolerance process goes well.

At the time of observation, the researcher saw the teacher integrating values in religious tolerance in the lessons to be taught. The lessons that will be taught to students are thematic lessons with PKN subjects. As a class teacher who teaches thematic lessons, of course, there are also students in the class who have different religious backgrounds. Then the teacher conditions it well by integrating the values of religious tolerance when learning is taking place. During the thematic learning with PKN lessons, the teacher mentions the name of God using a common vocabulary. Although the class teacher adheres to Islam and should call God "Allah" but also mentions God in Christianity, namely "Jesus" as well as in Buddhism, the teacher mentions God's name with general vocabulary. This was clarified by the class teacher who said:

*"If I teach it, one of them is through thematic learning, right. There are also non-Muslim students there. I mean, if there is a discussion about religion, I emphasize that it's not just one religion. For example, you have to believe in God. In Islam, I call him Allah. When it comes to religious norms, I also talk about Jesus, and Buddha and they use general vocabulary. Yes, to respect and not to discriminate between one religion when it comes to lessons."*

Another finding is when the researcher observes students who

are studying in the classroom. Students are assigned to work on LKS (student worksheets) and then collect them and read them in front of the class. In this activity, the class atmosphere seemed very conducive. This is because the application of tolerance in the classroom is good so that students in the class respect each other. When there are students who are in front of the class to read their work, the other students are seen listening and listening to the students in front of the class. This is reinforced by an explanation from the teacher who said:

*"If the children during class time are orderly, sir, the class is quite conducive, they respect each other when they are in class, especially when a friend was reading in front of the class, so the other students also listened to it"*

Then the findings that the researchers got were that the learning carried out was a thematic lesson that discussed Pancasila as the basis of the state. Then after that, the teacher directs the students to form the class into several groups. The teacher instructs students to make precepts in Pancasila with their meanings and symbols. Then discuss it with friends in class. Based on what was conveyed by the class teacher, namely:

*"In my opinion, it's quite important, because, with this method, children can use their social skills to join other students and then they can maintain their cohesiveness and togetherness, of course. In addition, it is quite influential, in my opinion, because with this method, children will mingle with each other and exchange information or opinions between them so that later in the discussion they can respect each other's opinions. Moreover, this lesson, it's about Pancasila, so it will be very influential in my opinion."*

The skill of explaining is the skill of verbally telling the subject matter in a systematic and planned manner so that students easily understand the material presented. However, in explaining, it is not only limited to conveying material but also must be able to provide examples and convey information properly. This is following the indicators of religious tolerance, namely mutual respect between students. Mutual respect is not disturbing their friends when they are in front of the class and not mocking them.

In observations made by researchers in the morning during the month of Ramadan. As usual, students are praying together according to their respective beliefs before starting the lesson. Class teachers also seem to be preparing learning materials that will be taught to students. On that day, the teacher did the initial activity in the form of apperception which then explained a little about the obligation to fast for adherents of the Islamic religion. The explanation given by the teacher was quite interesting because the researcher saw the responses of the students listening and listening to the explanation well. Then there was a Muslim student named AG who spontaneously asked the teacher whether there was fasting in other religions as well as in the worship of Muslims. From the description of the question, the teacher threw the question to CN, namely a Christian student. Then CN gave a little explanation about fasting in Christianity, namely fasting for 40 days on Easter as worship to get closer to the Lord Jesus. Following what was conveyed by the teacher, namely:

*"So there was someone who asked about fasting in other religions besides Islam. So, I threw the question to CN students who are Christians to give a little idea about what fasting in Christianity is like. I did that so that the students who asked the question could immediately hear the answers from students who belonged to other religions, especially Christians who were answered by CN and introduced how to worship other religions to the students who asked the question."*

This regarding the teacher's role in motivating students to ask and answer questions, namely when doing learning, students must be given the time and means to ask questions to the teacher because not every student understands the teacher's explanation. The teacher must also answer and respond to questions posed by students related to class lessons. The teacher's role is following indicators of religious tolerance, namely not discriminating against other religions.

Get an overview of the cases of intolerance that have occurred in the classroom. When learning in class is in progress, which is right at the time of Civics Thematic learning and discussing religions in Orang. The religions recognized in Orang are Islam, Christianity, Catholicism, Buddhism, Hinduism, and Confucianism. At that time there were students who said that the God of one of the religions mentioned was not real. One of the students (FR) said that the God of Christianity or Catholicism, also known as the Lord Jesus, is not real. This made the teacher surprised to hear the words. The teacher's attitude immediately gives good direction to these students and to students who adhere to the Christian religion and mediate between them. Then this is reinforced by the delivery of the class teacher:

*"Yeah, there was a case about a student who reproached God. First I asked the student to clarify it, then I asked if it was a good or bad action. Then I gave him a chance to solve the problem. From that case, the FR student finally realized that it was an improper action and finally apologized. CN student victims of discrimination were also forgiven and the problem can be resolved. However, until now I don't have to punish him, just give a warning and the best solution that can be done"*

Because seeing the case of intolerance that occurred on Monday, May 16 yesterday, there were students who said disrespectful words by saying that the Lord Jesus was not real. The class teacher again emphasized that this intolerant attitude was not good and should not be imitated. This the teacher does again with the aim that the intolerant phenomenon does not happen again in the future in the classroom. After completing the lesson, students leave the class to go home in an orderly and disciplined manner. This is reinforced by the opinion of the teacher who said:

*"Yesterday there was an intolerant case. That's why I reaffirmed their sense of unity and tolerance in the way I did earlier, such as giving a lecture on religious tolerance with the hope that in the future there will be orang more similar incidents."*

This is in accordance with the orang of religious tolerance, namely not discriminating against any religion that is different from himself. This is reinforced by Alamin &

Kurniawan [22] who explain that one of the indicators in achieving religious tolerance is by not discriminating against any religion other than one that is different from one's own religion. This statement is reinforced Novita, et al. [23] that parents have a role in the spiritual development of children.

Get information in the form of student activities. The activity of eating together during recess was carried out by various students with different religious backgrounds. Researchers saw and documented the eating together of students who were Muslim (AZ and CP), Christian (CN), and Buddhist (FR). The students eat together with mutual respect and respect for other friends [24][25]. This is in accordance with the information the class teacher conveyed to the researcher:

*"I ordered the children to bring their lunch, later during the break they ate together with the others. Well, eating together can increase the sense of friendship between them, sir. So apart from group work, eating together is also good for increasing their friendship, so that later they will be able to respect each other, including their religious differences."*

When the students were about to enter class in the morning, the researcher saw the IH students doing picket activities, sweeping the floor and cleaning the classroom. Likewise, a student named ZA when he wants to go home when the class is finished also cleans the classroom. This is in accordance with what the class teacher said, namely:

*"If the picket is cleaning the classroom, I make a schedule for the week so that later the students who are caught on picket that day are required to clean the classroom both before starting class and after finishing learning when they want to go home"*

This is in accordance with the indicators of religious tolerance, namely mutual respect and mutual assistance between religious communities.

#### IV. CONCLUSION

In learning, the teacher provides an attitude of tolerance by respecting the opinions of students, respecting the abilities of students, and providing equal opportunities for all students to learn. Furthermore, the teacher also reprimands students who are impolite and do not respect others. The teacher also helps students see the similarities that exist between students. Based on the results and conclusions that have been carried out at elementary school, the suggestions that can be given by researchers are that students are expected to be able to practice the values of religious tolerance in everyday life both in class and outside of class. Remind each other of students when in everyday life they encounter intolerant events.

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