

Instilling the Value of Tolerance and Diversity Through Thematic Storybook Learning Strategy in Subjects Civics in Elementary School

Tiara Amelia Putri¹

Article Info

Page : 437-442

ISSN : 3026-5290

Vol 2 No 2 2024

Corresponding Author

Tiara Amelia Putri, Professional Teachers
Republic of Indonesia

Email: tiaraameliaputri@icloud.com

Abstract

Objective article this is for give description about importance values tolerance and diversity that can developed through teacher learning strategies. Learning strategies is teacher and student efforts for reach objective learning. Learning strategies theme “books pictorial” used in learning at school basis . The research used in article This use literature review method for know knowledge, attitudes and skills student. Book media illustrated containing stories that represent diversity and tolerance, and book media illustrated can support teaching values tolerance and diversity, as well as in accordance with skills base citizenship from class 1 to class 6. There is gender. Data or information related mark tolerance and diversity and learning strategies teaching. The concepts given through implementation of learning strategies thematic illustrated can give understanding to student about diversity and values tolerance that affects knowledge, attitudes, and skills student. Book media illustrated containing stories that represent diversity and tolerance, book media illustrated can used for support development values tolerance and diversity, and book media illustrated can used for and book media illustrated can used for support development values tolerance and diversity for grade 1 to 6 Civics Elementary School.

Keyword: Value tolerance and diversity, learning strategies tematik, learning media

1. INTRODUCTION

Diversity and pluralism is a inevitability for a nation and not can denied its existence. Award from the god in question for guard harmony and unity a nation or nation. Diversity and pluralism cause conflict and state disintegration. The Indonesian nation has diversity and plurality, consisting of from ethnicity, religion, race, culture, language and social class, as well as capable create harmony and alignment in life. Diversity and pluralism expected can to strengthen nation with build unity and differences that exist become identity group or society, so that to form identity national . With give education to, us can to obtain experience in life nation and state as well as strengthen character our citizens. Education as tool for man for know environment and situation life real. Through cognitive processes this, students can to obtain skills and knowledge For solve problem in life daily. Citizenship Education (PPKn) as eye lessons that shape character good and characterful citizen in accordance with Pancasila and the 1945 Constitution. Implementation learning in context diversity and tolerance can taught through integration material in learning. Istiqomah & Widiarti (2016: 10) stated that teachers and schools in building the digmake of religious diversity with activity learning integrated faith material religious diversity in Pancasila and Citizenship Education (PPKn) learning. This shows that teachers play a role in to form attitude tolerance so that student capable respond to various diversity in a way wise and prudent. The problems that occur in the case discrimination and low value fellow sometimes contained in the implementation education. This is Rahman (2012:138-141) stated that there are teachers who teach hatred to his student such as, the case of a teacher forbidding student be friends with child no school and teachers prohibit student be friends with children of different religions.

2. RESEARCH METHODOLOGY

Methods used in the preparation article this with method descriptive qualitative with approach studies literature or library research data which collected sourced from books, journals and articles other scientific

collected right through documentation techniques, identification discourse from books, journals, papers, and online articles. Other related electronic media with learning strategies thematic storybook efforts planting mark tolerance and diversity. The data that collected become material for writing the article that to describe idea, so that can conclude about selected theme. Outline researches on prove no existence gender differences in organization especially If from year it was done research, where study on 19990 tends to prove no existence gender differences in organization.

3. RESULT AND DISCUSSION

Tolerance Value Diversity

Tolerance interpreted in life religion and us must behave tolerant especially when we realize existence difference belief and religion. Tolerance means value differences and not to force one party to party other. According to Tillman (2004: 95), tolerance is element important in behavior peace that appreciates differences in religion, tribe, ethnicity, opinions, attitudes and behavior of other people with self myself. Build culture tolerance that important. Tolerance is a the value that appears from character “love dear”, a attitude that can show existence yourself and build understanding as well as each other understanding as part from existence social. Whereas spontaneity / intelligence related with desire, motivation, and creativity are reflected in interest, image, and creation things new (Samani & Hariyanto , 2012: 24). Diversity in life socialize become a natural process that does not can rejected. Value of diversity is rules that are upheld among individual as member people who want accept diverse conditions (Mumpuniarti , 2012:249). Diversity can cause there is his impact on disputes or conflict if no handling. Differences between individuals two groups know sometimes make the parties in public experience difference view and cause division. Values of tolerance and diversity can developed in Education through the learning process carried out by teachers and students. Conformity between material learning and supporting strategies mark tolerance and diversity can done for give understanding for student.

Learning strategies thematic learning strategy the method used for reach objective learning. Strategies include media, methods, and tools used for reach objective learning. Strategies used for make it easier learning that is done with device learning that is for reach objective effective and efficient learning. According to Burden & Byrd (2013:122) learning strategies is method for convey the teaching in question right for help student reach objective learning . Strategy can used for reach objective learning, means for help student in the learning process teach. Learning strategies According to Sanjaya (2016:127) it means plan action including use methods and utilization various source power or strength for objective teaching. Efforts for to realize the plan that has been arranged optimally call method. Method used for implementing existing strategies determined. Learning strategies there is two main main related the concept. According to Hamruni (2012:3) said that learning strategies there is two the right thing to do observed, namely strategy learning as action plan includes use methods and utilization various resources on learning and strategies are designed for reach objective certain. Strategy learning more on the aspect goal oriented learning or effort in achieve it. Learning thematic is development from thinking two people Jacob and Fogarty. Thinking draft learning interdisciplinary with draft learning integrated to form learning thematic. According to Majid (2014:84) Learning thematic is a approach in learning.

Thematic Learning Strategy

Learning strategies is methods used for reach objective learning. Strategies include media, methods, and means for reach objective learning. Strategies used for facilitate learning that is done with use device learning for reach objective learning in a way effective and efficient. According to Burden & Byrd (2013: 122), learning strategies is method giving designed teaching for help student reach objective learning. Strategy can used for reach objective learning and support student in the learning process teach. According to Sanjaya (2016: 127), learning strategies is a plan actions involving use methods and uses source different power and strength for objective education. Means of implementation used as method . The learning strategy is determined have two matter main related the concept. According to Hamruni (2012: 3), there is two things to do be noticed regarding learning strategies. The one is a learning strategy as a plan actions involving use methods and uses various source in learning, and others is a strategy for reach objective in learning. For reach objective certain that you want achieved. Learning strategies concerning aspect orientation to objective learning and effort reach objective mentioned. Learning thematic is evolution thinking two people, namely Jacob and Fogarty Majid (2014: 84) Learning thematic is a approach learning that is on purpose to link a

number of good aspects in intramata lesson or a number of eye lessons. With existence a number of scouting student will to obtain knowledge and skills in a way intact, so that learning the more meaningful. Learning thematic have learning meaningful, learning meaningful means students in learning thematic understand the concepts he learned through experience direct and capable connect between concept on the cross eye lessons. Although learning thematic compared to with type learning others, but learning thematic more emphasize on participation student in learning. In its implementation approach learning thematic based on selected and developed topics between teachers and students with notice material learning. Purpose learning thematic no only control concept on the eye lesson 1 only, but also learn concept on the eye another lesson.

Characteristics of Thematic Learning

Characteristic features learning thematic as a learning strategy in schools base is learning thematic student - centered, providing experience direct, separation eye less lessons clear, present draft eye different lessons, of a different nature flexible and take advantage of learning with fun way (Majid, 2014: 89). Characteristics learning thematic according to Rusman (2014: 258) namely student - centered, providing experience direct, separation eye less lessons clear, present draft from eye different lessons, and are flexible, providing results customized learning with interests and needs. We use principle fun and enjoyable learning. Characteristics learning thematic in school basics explained as following :

a) Student - centered

Approach learning thematic in accordance with learning modern century with student - focused learning. Teachers in learning as facilitator, while student as subject learning . Students in learning sympathize activein learning. Teachers have role for give convenience convenience for students for do activity study

b) Give experience direct

Learning thematic give experience directly to students, experience direct this student faced with with something real as base for understand something matter

c) Separator eye lesson

No so clear Learning thematic no separate between eye lesson, learning focus directed at discussion related themes with life real student.

d) Serve draft

From various eye lesson Learning thematic serve concepts from share eye lesson in a learning process. The learning process is intended so that students in understand concepts in a way intact, so that learning can used student for solve problem life daily

e) In nature flexible

Learning thematic can used for linking with life everyday. Learning nature flexible it means flexible, teachers can to link eye lesson one with eye other lessons.

f) Learning outcomes

In accordance with interests and needs student student given freedom for can develop potential and interest in accordance with will and potential student

g) Use principle

Study while play and have fun Learning thematic as approach fun learning For students at the level base

Instructional Media

Media means mediator or carrier message. According to Sadiman et al (2014:6), learning media is all something that can used for channeling message from sender to recipient use stimulate thoughts, feelings, concerns and interests student for learning. Ideally, in the learning process teaching, teacher gives experience real and direct to student. Criteria media selection must be developed based on the desired goal achieved, existing conditions and limitations, with consider the capabilities and characteristics of the media concerned. According to Dick and Carey (Sadiman, et al. , 2014: 6), there are four factors that must be be noticed in media selection, namely availability source power, capacity or facilities, related factors with flexibility, effectiveness costs and terms long. Besides announcement Dickda Carey, there is another different opinion according to Khuluqo (2017:145) there is a number of criteria general attention in media selection, namely conformity purpose, suitability teaching materials, suitability teaching. Characteristics, abilities adapt to theory, adaptation style study students, adaptation to environment, facilities supporters and time.

Pancasila and Civic Education

Pancasila and civic education is eye lessons taught at the level from school base until school middle above. Pancasila and Citizenship Education (PPKn) in its development experience change repeated names or nomenclature. Pancasila and civic education as eye lesson for help me candidate good citizen with has 3 aspects, namely knowledge, attitudes, and skills. The third aspect this must developed in learning that impacts outcomes Study students. In line with statement said, according to Doganay (2012 : 31) learning education citizenship contained in the curriculum has 3 aspects, namely knowledge, attitudes, and skills. Objectives eye lesson PPKn for to form good young citizen with own character in accordance with the 1945 Constitution and Pancasila. According to Murdiono (2012: 47) said that base objective education citizenship make effective citizen is capable and possessing citizens concern. Formation citizens other than based on Pancasila and the 1945 Constitution also forms capable citizens have morals or concern to fellow.

Implementation Of Thematic Learning Strategy Of Sd Storybook In Curriculum 2013

In teaching in school base What is being done during lesson thematic learning thematic covering a number of draft eye lesson. Learning thematic no shared again one subject to subject other integrated to in One or more topic. Book history this used as support learning used For make it easier for teachers to give it to him material learning. Minister of education and culture regulation 24 of 2016 concerning skills and competencies basic basic lessons program 2013 in education and training base in the middle appendix 18 to skills that can be applied lesson theme book history make public understand mark tolerance and diversity Skills that can learning thematic applied to the book history put forward mark tolerance and diversity as follows:

a. Class I

Competition Basic 3.3
Identifying diversity characteristics individual at home
Competence Basic 4.3
Tell Shared experience in diversity life at home
3.4 identifying shapes
Tell Shared experience in diversity life individual at home

b. Class II

Competence Basic 3.3
Identifying types diversity characteristics individuals at school
Competence Basic 4.3
types diversity characteristics individuals at school
Identifying 3.4
Understand meaning united in diversity in schools
Identifying 4.4
Tell experience do activities that reflect unity in diversity in schools

c. Class III

Competence Basic 3.3
Explain meaning diversity characteristics individuals in the environment around
Competence Basic 4.3
Serve meaning diversity characteristics individuals in the environment around
Identifying 3.4
Understand meaning united in diversity in the environment around
Identifying 4.4
Serve forms unity in diversity in the environment around

d. Class IV

Competence Basic 3.3
Explain benefit diversity characteristics individual in life daily
Competence Basic 4.3
To put forward benefit diversity characteristics individual in life daily
Identifying 3.4
various form diversity ethnic group nation , society and culture in Indonesia which are bound unity and oneness
Identify 4.4
various form diversity ethnic group nation , society and culture in Indonesia which are bound unity and oneness

e. class V

Competence Basic 3.3
diversity social culture public
Competence Basic 4.3
Organizing supporting activities diversity social culture public
Digging 3.4
benefit unity and oneness For build harmony life
Serve result 4.4
excavation about benefit unity and oneness For build harmony .

f. class VI

Competence Basic 3.3
Review diversity social , cultural and economic public
Competence Basic 4.3
Campaigning benefit diversity social , cultural and economic
Swallow 3.4
unity and oneness to life nation and state along with the impact
Serve result 4.4
review unity and oneness to life nation and state along with the impact

Referring to the Minister of Education and Culture Regulation No. 24 regarding core competencies and competencies basics of school base on the eye lesson PPKn Lots appropriate material with give understanding about mark tolerance and diversity. Storybook development is carried out with adapt with material learning. The teacher gives One theme that contains about lessons, then there is competence diversity. This storybook containing pictures and stories containing about condition environment or conditions that occur in his life. Learning thematic own meaning that relates with life real, and storybooks as learning media that help student for understand diversity. Storybook creation can exemplified in competence basic 3.3 and 4.3 in grade VI of elementary school. Storybook tells diversity work or profession from public accompanied by with picture each person's profession. Telling that profession can influence difference in society, every profession own advantages and disadvantages. Besides tell profession, can tell diversity culture like dances or the food contained in the environment around then given picture clothes custom so that it can understand difference. Learning thematic with storybook expected can help student in understand diversity and tolerance that happen in life real in life students. Knowledge about diversity for give understanding that in fact diversity that certainly god who does not can avoidable or rejected. With existence learning thematic storybook can give understanding, attitudes, and skills in socialize that life there is differences, however can maintain unity and harmony.

4. CONCLUSION

Pluralism is inevitability lord that no can rejected. creation lord there is various type culture , religion, ethnicity, language, class social, profession. Diversity this is difference between group public or individual. Differences or diversity possible there is cause conflict or disintegration nation, so we must manage it this is special need understanding about values tolerance and diversity that must be owned understand knowledge, attitude and ability in a person. Meaning of value tolerance and diversity can finished with the lesson done by the teacher. Application teaching thematic book history can implemented implemented and developed in schools this is basically is skills base core diversity skills book history as a learning medium that you want we learn tell me to me what 's happening around you student from different communities.

REFERENCE

- Burden, P. R & Byrd, D. M (2013). *Methods for effective teaching*. Pearson Education: United States.
- Burden, P. R & Byrd, D. M (2013). *Methods foreffectiveteaching*. PearsonEducation:UnitedState
- Competent . (2012). Learning mark diversity in formation character student school base inclusion . *Journal of Character Education* , 2 (3) pp .: 248- 257. Murdiono , Mukhamad . (2012). *Citizenship based on portfolio* . Yogyakarta: Publisher wave .
- Doganay , A. (2012). *A curriculum framework for active democratic citizenship education*. Print, M., & Large, D. (2012). *Schools curriculum and civic education for building democratic citizens*. Rotterdam: Sense Publishers. Hamruni . (2012). *Learning strategies* . Yogyakarta: Humans Civil .
- Doganay, A. (2012). *Accuriculum framework for active democratic citizenship education*. Print, M., & Large, D. (2012). *Schools curriculum and civic education for building democratic citizens*. Rotterdam: SensePublisher.
- Istiqomah , A., & Widiarti , PW (2016). *Implementation education multicultural as effort defending the country in Khuluqo* , IE (2017). *Learning and teaching* . Yogyakarta: Pustaka Pelajar .
- Istiqomah, A., & Widiarti, PW (2016). *Implementation of multicultural education as an effort to defend the country in forming resilience national at Kanisius Elementary School Experimental Mangunan* . *Journal of Citizenship and Legal Education* , 1-15
- King of Grafindo The land .
- Majid, A. (2014). *Learning thematic integrated* . Bandung: Rosdakarya .
- Minister of Education and Culture Regulation 24 of 2016 Concerning Core Competencies and Basic Competencies of Lessons in the 2013 Curriculum in Elementary and Secondary Education
- Minister of Education and Culture Regulation 24 of 2016 Concerning Core Competencies and Basic Competencies of Subjects in the 2013 Curriculum in Elementary Education and Secondary Education
- Press. Rusman . (2014). *Learning models* . Jakarta: Raja Grafindo Persada . Sadiman , SA (2014). *Educational Media*. Jakarta: Raja Grafindo The land .
- Rahman, MA (2012). *Fatal errors that are often made carried out by the teacher in activity Study teaching* . Yogyakarta: Diva
- Rahman, MA (2012). *Fatal errors that are often made carried out by the teacher in activityRosdakarya* .
- Samani , M. & Hariyanto , MS (2012). *Concept and Model of Character Education* . Bandung:
- Samani , M. & Hariyanto MS (2012). *Concept and Model of Character Education* . Bandung: Rosdakarya .
- Sanjaya, W. (2016). *Learning strategies* . Jakarta: Kencana. Study teaching . Yogyakarta: Diva Press.
- Sumantri , MS (2015). *Learning strategies theory and practice at the level school basic* . Jakarta: