



CITIZENSHIP EDUCATION WITH A TOLERANCE ATTITUDE IN ELEMENTARY SCHOOLS

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Abstract

Civic Education (PKn) plays an important role in the formation of students' character in elementary schools, especially in building an attitude of tolerance. The attitude of tolerance is a crucial value in the life of a diverse nation and state such as in Indonesia, where differences in culture, religion, ethnicity, and race must be managed wisely in order to create social harmony. This study aims to analyze the implementation of Civic Education in building an attitude of tolerance in elementary schools. The method used in this study is a qualitative descriptive method, with data collection through observation, interviews, and documentation studies in several elementary schools. The results of the study show that well-designed Civics learning materials and activities can improve students' understanding of the importance of tolerance. Teachers have a very significant role in conveying these values through interactive learning methods, such as group discussions, case studies, and conflict simulations. In addition, a supportive school environment and parental involvement also play a role in strengthening attitudes of tolerance in students. With the proper implementation of Civics Education, attitudes of tolerance can be instilled early on in elementary school students, so that they are better prepared to live in a pluralistic society. This study suggests that civics material in elementary schools should emphasize more on aspects of tolerance and multiculturalism to create a generation that respects differences.

Keywords : Attitude of tolerance, Role of teachers, Respect for differences, Character building

Introduction

Indonesia, as an archipelagic country, has a diversity of cultures, tribes, ethnicities, and religions that characterize each region. This diversity shows the heterogeneity of the Indonesian nation, which despite having many differences, remains united in national bonds based on the values of Pancasila, the 1945 Constitution, and Bhinneka Tunggal Ika. To maintain unity, Indonesian people need to live side by side by respecting differences and being tolerant. With synergy and cooperation between regions, this diversity can become the identity and wealth of the Indonesian nation. Religiousness is often considered a difference that has the potential to cause conflict if exploited for personal or group interests. When this diversity is not managed properly, it can trigger conflicts that threaten national unity, such as the SARA conflict that occurred in Ambon, Poso, and other areas. To reduce the potential for conflict, character building through education is very important. Education plays a role in forming an intelligent and moral generation, as well as instilling values of tolerance and respect for diversity from elementary school age. Elementary school as the first formal education has an important role in shaping the character of students to become good citizens. Through character education, especially in the subject of Civic Education (Pkn), students are expected to understand their rights and obligations and respect differences, so that diversity becomes a strength, not a threat to unity. The formation of good citizen attitudes, especially in terms of tolerance and respect for diversity, is taught through Civic Education since elementary school level. Through this subject, students learn to live side by side amidst the diversity of tribes, ethnicities, races, cultures, and religions. Understanding this attitude of mutual respect is important to maintain national unity. Tolerance, which means tolerance and respect for

differences, includes giving others the freedom to express opinions or act even though they differ from personal views. In a diverse Indonesian society, instilling an attitude of tolerance is very important to prevent conflict and strengthen unity.

The Definition of Tolerance according to Peter Salim (in Suharyanto 2013:198) is that: The definition of the word Tolerance originally comes from Latin, namely "Tolerare" which means patiently allowing others to do something or act, while in Arabic "Tasamuh" which means being generous in behaving. Another word for tasamuh is "Tasahul" which means taking it easy. And according to Sukini (in Yanty, 2019:151), the definition of diversity is a condition in a society that has different tribes, religions, races and groups. Human nature is greatly influenced by the current transmission paradigm, therefore the attitude of tolerance that needs to be used is not only tolerating differences but also respecting differences and others. Although tolerance still exists in Indonesia, it is seen in community activities. Inter-religious and ethnic conflicts are one of the most frequent conflicts in Indonesia, a country that is prone to various conflicts. Raising children means fostering tolerance, respecting religious differences, and understanding harmony in society. Education plays an important role in building a sense of brotherhood and unity, so that it can create a meaningful life. The purpose of training is to shape character and personality for the future. Because of the differences in race, culture, ethnicity, and religion, contextual learning is needed to teach these moral values. To develop an attitude of tolerance in students, general and political education. Political education does not only need to cover intellectual aspects, but also components of attitudes, values, and psychomotor. Civic education is one of the main programs to strengthen the quality of life and human dignity, which supports the success of national goals. Through civic education, students are taught to live in harmony, respect each other, and help each other, without hostility or religious differences, so this education is very appropriate for fostering an attitude of tolerance.

Research Methodology

This study uses the Literature review method to review various relevant sources in this field. The Literature review method is a research approach that involves collecting, critically assessing, and synthesizing various relevant literature to understand the development of knowledge and key findings in a topic. With this method, researchers can see trends, patterns, and identify research gaps that need further research. Literature reviews often focus on scientific sources, such as journal articles, books, research reports, or theses, which can provide a comprehensive perspective on a field of study.

Result & Discussion

The learning of Pancasila and Citizenship Education (PPKn) in elementary schools functions as a means to internalize the values of tolerance with various methods, but with the same goal, namely to form students with tolerant characters. Related research shows that this effort is important to prevent intolerance and build an attitude of mutual respect, respect, brotherhood, freedom, and cooperation. According to Sardjijo (2021), teachers can adjust PPKn learning methods to student characteristics to achieve goals. Civic Education (PKn) in Elementary Schools aims to shape students into responsible citizens and have attitudes that reflect the values of Pancasila and the 1945 Constitution, including tolerance. This attitude of tolerance is important to appreciate differences and diversity, especially in the context of a pluralistic Indonesian society. Civic education not only provides knowledge about citizenship but also seeks to foster an attitude of tolerance through the concepts of democracy, human rights, and equality. This study aims to examine the relationship between mastery of PKn knowledge and attitudes of tolerance of students in elementary schools, as well as the importance of instilling an attitude of tolerance from an early age to maintain national unity.

Learning models to develop attitudes of tolerance

Tolerance can be taught to students through learning media, which functions as a delivery of information from one media to another. Learning media motivates students to continue learning by increasing their interests, thoughts, feelings, or abilities. According to experts, educational media also stimulates learning activities. There are seven types of learning media including:

1. Print media such as books and modules
2. Sound media such as cassettes and radio
3. Still visual media such as writing and images
4. Moving visual media
5. Semi-motion media with accompanying sound
6. Silent audiovisual media such as silent films, and

7. Moving audiovisual media such as television and video (Rohani, 2019).

Students can learn about diversity in Indonesia through webtoon learning media, as well as civic learning content that instills an attitude of tolerance. Because it encourages students to be emotionally aware of their own values in learning, find responsive and emotional ways to convey truth, goodness, justice, and precision to find and measure, this type of learning is a model of learning to instill values and the beginning of character formation for students. There are several important points from the results of interview analysis, observation and documentation studies in building knowledge and fostering an attitude of tolerance in students, namely:

1. Building Tolerance Knowledge

To build students' knowledge of tolerance, discussion methods and contextual case studies are effectively used. Teachers can present real case examples of tolerance, both in schools and in society, so that students can understand the importance of tolerance in life. The use of interesting learning media that is close to students' lives, such as short videos, pictures, or stories with tolerance themes, also helps students understand and relate the concept to everyday life.

2. Cultivating an Attitude of Tolerance

To develop tolerance in students, it is important to build a conducive classroom atmosphere and use cooperative learning methods. Teachers must create an environment that values differences and reinforces mutual respect by establishing classroom norms and rewarding students who demonstrate tolerance. With cooperative learning, students work in diverse groups, learn to appreciate differences, communicate, and cooperate. Teachers play an important role in facilitating group work, ensuring that all students contribute without discrimination.

3. Teacher's exemplary behavior

Teachers' role models are very important in building students' knowledge and attitudes of tolerance. Teachers must demonstrate an attitude of respect for differences, both inside and outside the classroom, by being examples of tolerance for diverse religions, ethnicities, races, languages, and socio-economic backgrounds. This role model is also reflected in the way teachers communicate and interact, such as using inclusive language, being impartial, and providing equal opportunities for all students to participate in learning.

4. Evaluation and Reflection

To ensure that learning strategies are effective in building knowledge and attitudes of tolerance, continuous evaluation and reflection are needed. Teachers can assess students' understanding of the concept of tolerance and observe changes in their attitudes and behavior in the classroom and school environment. In addition, teachers can also involve students in reflection, both individually and in groups, so that they can evaluate their learning experiences, identify challenges, and provide input for improving strategies. The results of this evaluation and reflection can be used to adjust and improve learning strategies so that the goal of developing knowledge and attitudes of tolerance is achieved optimally.

The teaching materials in Pancasila and Citizenship Education (PPKn) are applied uniformly in every class at the same level. The main objective of PPKn is to instill attitudes and personalities so that students become good citizens, namely responsible to God, the state, and others. This education focuses on the development of intelligence (intellectual, emotional, social, and spiritual), responsibility as citizens (civic responsibility), and participation skills (civic skills) in decision making. Through social, spiritual, knowledge, and skills assessments, it is implemented to create a tolerant, well-mannered, democratic, and responsible generation. In developing an attitude of tolerance, teachers act as examples and invite students to prioritize values of tolerance such as:

1. Students are taught to respect each other
2. Do not insult or demean others
3. Respect the opinions and views of others
4. And act according to each other's teachings without looking bad at other people's teachings.

Tolerance develops from the diversity of cultures, customs, traditions, and religions. The more diverse a country is, the greater the need for unity and tolerance in society. In Indonesia, which is very diverse, tolerance is an important aspect that must be taught from an early age. Civic education in Elementary schools play a role in forming an attitude of tolerance in students, supporting their ability to adapt and socialize. Schools as the vanguard in instilling the value of tolerance must act as an example of cultural acceptance, creating an ethical and moral environment.

Conclusion

Indonesia as a country rich in cultural, tribal, ethnic, and religious diversity has the challenge of maintaining unity amidst differences. This diversity, although potentially causing conflict if not managed properly, can be a national strength if appreciated and maintained with an attitude of tolerance. Education, especially Civic Education in elementary schools, plays an important role in instilling the values of tolerance and respecting diversity from an early age. An attitude of tolerance, which means respecting differences, is needed to create a society that lives side by side in peace and strengthens national unity.

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