



ATTITUDE OF TOLERANCE AND STUDENT RESPONSIBILITY CLASS V SP STATE SD V BUKIT ALIM

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Abstract

The era of globalization has had a major impact including the problem of character education which has not been supported by effective learning in character building. In character education there are several values, one of which is responsibility and tolerance. The character of responsibility and tolerance is very important so that the school becomes a self-development institution to achieve success. The low attitude of tolerance and student responsibility is the background of this research, which aims to find out the attitude of tolerance and responsibility of the students of SP V Bukit Alim Public Elementary School in the learning process, and to find out the factors causing the lack of tolerance and responsibility behavior of fifth grade students of SP State Elementary School V Bukit Alim in the learning process. This type of research is a qualitative method with a qualitative descriptive approach. The data collection process uses interview guides, observation instruments and documentation. Data analysis techniques use data collection steps, presentation of data and conclusions. The results of the study explained that the fifth grade students of SP V Bukit Alim Public Elementary School during the learning process had good tolerant behavior, it's just that there were 2 or 3 students who liked to choose friends in groups while the responsible behavior of the fifth grade students of SP V Public Elementary School Bukit Alim when the learning process was partly good. It can be seen that students have not done the task according to the teacher's direction, there is still a rejection response directed by the teacher. The inhibiting factor or lack of tolerance and responsibility of the student's behavior is determined by internal and external factors, namely Lack of Student Self-Awareness, Excessive Use of Technology, Unsupportive Surrounding Environment and Lack of Parental Attention.

Keywords : Tolerance, Responsibility, Learning Process

Introduction

Education is the main thing in human life, meaning that everyone in Indonesia has the right to receive it and is expected to continue to develop in it. Education never ends, in general it refers to life processes that help individuals develop themselves to live and maintain their lives. Therefore, being an educated person is crucial. Education helps humans to become useful figures for the country, homeland, and nation. Early education received by each individual occurs in the family environment (informal education), the school environment (formal), and the community environment (informal education) (Reichenbach et al. , 2019). Therefore, we need a program that can shape the culture and character of the nation through an educational process related to environmental, social, cultural and human values. According to Likona (1992) in Muhtar (2014: 168), character education is a means that is able to foster a democratic shared life, moral commitment in shared life, such as mutual respect, respect, and care for the welfare of society. Character itself is a character, habit, character, or personality that is formed due to the internalization of various policies (virtues) that are used as a basis for thinking, behaving, looking at things, and then acting. However, character is not formed just like that, but is influenced by many factors. As one of the self-development efforts, character can be influenced from within and from the environment. Kaimuddin (2014: 52)

states that character education is a planned and directed conscious effort through a learning environment to develop all human potential that has good personality traits, is moral, has good character, and has a positive effect on nature and society. Therefore, character education can be implemented in all educational environments, both formal and non-formal (Sholekah, 2020). The existence of a country is very dependent on the characteristics that it has. Only a country that has strong characteristics can make itself a country that has dignity and is respected by other countries. Therefore, becoming a country that has strong characteristics is the hope of all of us. The hope to become a country with strong characteristics has long been embedded in the hearts of the Indonesian people. The founding fathers of the state expressed this desire in the second paragraph of the Preamble to the 1945 Constitution with a firm statement, "to deliver the Indonesian people to the front gate of the independence of an independent, united, sovereign, just and prosperous Indonesian state". The founders of the state realized that only by becoming an independent, united, sovereign, just and prosperous country, the Indonesian state would have dignity and be respected by other countries (Muchtar & Suryani, 2019).

This is because the attitude of tolerance is very valuable in the present, where various events occur in various regions based on ethnic, religious and racial factors which show a decreasing attitude of tolerance. Tolerance can be seen inside and outside the classroom. In the classroom, tolerance can be reflected in mutual respect for differences between peers. In addition to an attitude of tolerance, an attitude of responsibility is also very important for students. Tolerance refers to the attitude of appreciating and respecting differences in other people's religions and cultures. In the school context, tolerance can be divided into two types, namely religious tolerance and cultural tolerance. Although tolerance is very important in the school environment, there are still students who do not understand the meaning of tolerance. Supposedly, students' tolerance at school includes mutual respect for friends of different religions and ethnicities, making friends with all students without discrimination, not making fun of or insulting people who are different from them, playing well together, not creating commotion at school, and being open to suggestions. and the opinions of others (Armawinda et al., 2022). An attitude of responsibility can be interpreted as an obligation imposed on a person to be carried out with full awareness and freedom, related to attitudes and actions towards others and the demands of his nature as a human being (Driyakara: 2006). Responsibility can be interpreted as the courage to determine that an act was committed so that any sanctions demanded are accepted with full awareness and willingness. (Umar tirtarahardja and la sulo: 2008) (Santia & Indrawadi, 2021). Developing an attitude of responsibility is one of the most important character values. Being responsible includes a person's ability to carry out existing duties and obligations, as well as accept the consequences of his actions. As revealed by Suyadi (2013: 9), being responsible includes aspects such as fulfilling social, community, nation and environmental obligations. In addition, being responsible is also included in making a positive contribution to society. Therefore, a responsible attitude must be part of the character that is instilled in students. In everyday life, we often take actions that show irresponsibility without realizing it.

Research Methodology

In this study, a qualitative method was used with a qualitative descriptive approach. This research was carried out naturally with the aim of interpreting the observed events according to reality. This study aims to obtain information about how the attitude of tolerance and responsibility of fifth grade students at SD Negeri SP V Bukit Alim and the factors causing the lack of tolerance and responsibility of students. The research subjects consisted of school principals, homeroom teachers, and students of SD Negeri SP V Bukit Alim. The number of respondents involved in the study was 14 people, with 5 men and 9 women. The research was conducted from March to April 2023. The data obtained were in the form of observations, interviews and documentation using observation and interview guidelines. The instrument in this study was the researcher himself. The data was collected by observation techniques, interviews and documentation. Observation techniques are carried out to find out how tolerance is in class V students during the learning process. Interview techniques were conducted to collect information related to tolerance and responsibility and the factors causing the lack of tolerance and responsibility of fifth grade students by debriefing the fifth grade teachers and fifth grade students. Documentation techniques were carried out to collect data and things that support attitudes tolerance and responsibility by fifth grade students at SD Negeri SP V Bukit Alim.

Result & Discussion

Tolerance and Responsibility At SD Negeri SP V Bukit Alim

Teaching tolerance is important in a pluralistic society. This also applies in the school environment, where students need to be taught to respect each other's differences. Tolerance is an attitude and action that respects differences in religion, ethnicity, ethnicity, views, attitudes, and actions of others (Ministry of National Education,

2010:9). Tolerance among students means giving freedom of religion in accordance with Article 29 of the 1945 Constitution. If tolerance between students is carried out well, this will create harmony between them. In addition, tolerance between students also shows mutual respect and respect for each other's religion. Therefore, tolerance does not mean mixing religious teachings or eliminating their purity (Dewi et al., 2021). Tolerance is an attitude that must be owned and instilled in every student to respect each other and appreciate differences both individually and as a group as in the Indonesian state motto, namely "Unity in Diversity" which has different meanings but still one (Salim, 2017). Each student has a different background, characteristics, religion, ethnicity and language, therefore each student must respect one another (Di & Mi, 2021). Responsibility literally means the ability to respond or respond. That means responsibility is oriented to others, pays attention, and actively responds to what they want. Responsibility emphasizes the positive obligation to protect one another. Responsibility is more about asking us to try, in any way we can, from just knowing to supporting each other, lightening the burdens of others, and making this world a better place for everyone. Responsibility is not a trait that is inborn or inherited from parents. Responsibility must be learned through experience. According to Stevenson (2006) responsibility means that we are responsible for what we do. If we are going to do something, follow our promise (Ansori et al., 2021). For developing students' responsible personalities in the teaching and learning process will form an attitude that is always aware of their responsibilities so that students are ready and willing to complete assignments properly. There are several guidelines that can be used as a reference for teachers in observing students' responsible attitudes, especially in the teaching and learning process. Fitri (2012, p.43) suggests an attitude of responsibility that includes: (1) Complete assignments and homework well, (2) Responsible for all actions (3) Complete tasks according to a predetermined schedule (4) Complete group assignments together.

From this description, it can be concluded that character education aims to improve attitudes and educate students to be responsible in everything they do, because character education is more effective when done from an early age (Safitri et al., 2020). The attitude of responsibility and tolerance has been emphasized to students even though it has not been fully implemented. It can be seen that the fifth grade students work together to clean the classroom in the morning and during the morning assembly, they have gathered in the field to listen to the teacher's instructions. The assignment method is difficult to implement if the students' responsibility and concern are still lacking, because most of them do not have complete learning tools and are not enthusiastic about completing the assignments given. Grade V students when they make mistakes always apologize without any coercion from anyone, students are sincere in apologizing and forgiving when a friend makes a mistake. When carrying out group assignments students can work together with their group mates. However, it is very unfortunate that in forming groups there are still two or three students who are still choosing friends to group with. One other example is when a student is asked to read, other students must follow by listening. This shows that students who do not read respect students who read. In addition, in the learning process for class V, especially during discussions, students are happy to give opinions or introduce their opinions. In this case, students can respect each other's opinions.

This shows that within these students do not have an attitude of tolerance. Respect and respect in tolerance is very important, so that in the learning process students are always given an example to respect and respect each other. Therefore, the teacher gives sanctions in the form of reprimands and punishments as directions to correct and guide students in the right direction. Responsibility and tolerance are two things that are closely related to the actions of students in paying attention to the needs of themselves and others. The division of tasks among students can be done to build their self-confidence, by giving them certain assignments or work, which parents will then control to ascertain whether the task has been carried out properly or not (Nur'aini et al., 2020). One way to give a deterrent effect to students who do not complete their homework is to provide sanctions in the form of educative warnings or punishments to guide them in the right direction. This is done so that students can be more responsible for the tasks given. The strategy or method used by the teacher in instilling an attitude of responsibility and tolerance is to provide a direct example through the teacher's own behavior as a role model for students. Teachers who are on time, dress neatly, pay attention to students, and provide punishment for students who violate (Agus & Saputra, 2022).

Factors Inhibiting the Cultivation of an Attitude of Responsibility and an Attitude of Tolerance

Factors Inhibiting the Cultivation of an Attitude of Responsibility and Tolerance in the Class at SD Negeri SP V Bukit Alim has been implemented but there are several obstacles. As for the inhibiting factors, namely: There are two factors that cause students' lack of tolerance and responsibility, namely internal factors and external factors. Internal factors arise from within students, while external factors come from the environment around students. The lack of awareness of students about the tasks they are obliged to do is a factor that influences attitudes of tolerance and responsibility.

Lack of Student Self Awareness

Based on the reality at school, students' self-awareness is still minimal in fostering an attitude of responsibility and caring. This can be seen from the presence of students who are difficult to direct and pay less attention to the teacher's explanation. Some students are more interested in playing with friends during the learning process, while the assignments given by the teacher are not well understood. In addition, there are still students who litter and only a small number of students do the assignments given. In fact, some students lack discipline in terms of coming and going to class. In this case, it is necessary to realize that students' self-awareness is not getting enough attention from parents. Most parents fully surrender this responsibility to the school so students feel less cared for by their parents. Therefore, good cooperation and serious efforts are needed from both the school and parents in instilling this attitude of responsibility and concern, both at school and outside of school.

Excessive Use of Technology

Advances in science and technology have a positive impact, but can also have a negative impact. In SD State SP V Bukit Alim, one of the things that hinders the development of an attitude of responsibility and tolerance is the use of technology that is too much and not supervised by parents. Students prefer to play games rather than do school work. Excessive use of mobile phones can have negative effects, such as accessing the internet more and playing games. Technological progress can backfire, on the one hand it is beneficial, on the other hand it can be harmful. Teachers and parents have a responsibility to help students realize that online behavior can harm their future. In addition, teachers and parents need to build communication to monitor student behavior both at school and outside of school.

Not Supporting Environment

Learners Environmental factors play an important role in shaping the habits of learners. Everyday social environment can affect their attitudes, so that family and playmates have a major influence in shaping attitudes of responsibility and care. The main goal is to develop habits and behavior that are in accordance with universal values and religious cultural traditions and to foster a spirit of leadership and responsibility in students as the next generation of the nation (Manik, 2019). During breaks, students are allowed to play freely without supervision from the teacher. Environmental or living conditions can affect a person's habits, and these habits can have an impact on other places. If the student's environment is not in accordance with applicable ethics and norms, this can be a threat to their educational process.

Parental inattention

Family is the main factor that plays an important role in the formation and development of children. A positive attitude of students is formed if parents pay attention and educate well. However, in class SD State SP V Bukit Alim, students still show a lack of concern and different ethics. The attitude of responsibility and concern for students is seen to be lacking in learning and assignments. The busyness of parents can affect the attitude of responsibility and caring for children. Factors such as parental strategies in educating, home conditions, family economy, parental understanding, and the distance between home and school can hinder child psychology. The psychological impact of parental attention on children's learning activities is quite large (Rini, 2020). Children who are well cared for by their parents are more serious and involved in learning. Therefore, it can be concluded that students' learning achievement which is less than optimal is caused by the lack of attention of parents towards children's learning activities at home.

Conclusion

Based on the discussion above, several conclusions were put forward that the attitude of tolerance and attitude of responsibility was not optimal. It could be seen that students had not done their assignments in accordance with the teacher's directions, submitted assignments on time, carried out assignments on their own work and there were still students who were picky about group division and there are students playing cellphones when learning takes place, there are still refusal responses directed by the teacher. As for the inhibiting factors of tolerance and responsibility of SD SP V Bukit Alim students' lack of self-awareness, excessive use of technology, non-supportive environment and lack of attention from parents.

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