



## IMPLEMENTATION OF INCREASING TOLERANCE CHARACTER VALUE IN PKN LEARNING IN PRIMARY SCHOOLS

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### Abstract

The implementation of character education in Citizenship Education learning is a manifestation of the attitude shown by students during the Citizenship Education learning process at school, at home and in the community. Increasing Attitudes of Religious Tolerance among Students Through PPKn Learning. The author aims to explain the role of teachers in implementing increased instillation of the character value of tolerance in students by using descriptive methods through reading books and journals which results in the implementation of increasing the character value of tolerance through PKN learning in elementary schools for teachers and learning outcomes. This research includes research using the literature method, because in the midst of this pandemic the author looked for data through the literature study method, namely by reading from several books and journals. This type of research is qualitative research with a literature study method. The use of relevant literature is a common thing in qualitative research after data collection and analysis.

**Keywords :** Learning, Elementary School, Increasing Tolerance Character

### Introduction

The aim of Citizenship Education stated by Magdalena (2020) is "to form students who are ready to become citizens, citizens of the nation and citizens who can be relied on by their individuals, their families, their environment and even their country to achieve common goals. Citizenship education is one of the subjects that must be taught at the formal education level. Learning Citizenship Education is a crucial subject for elementary school level. Civics learning in elementary schools has the function of helping students understand their rights and obligations as citizens, helping to shape students' characters in accordance with Indonesian culture, and aims to form a generation of people who love their homeland." Schweitzer (2018) as quoted in Puspitasari (2021) states that "in the aspect of national unity and integrity, the output produced is to make students have an attitude of helping others regardless of religion, ethnicity, race or class. Students are expected to work together to build the nation in advancing the Republic of Indonesia. Talking about tolerance, it is one of the 18 national character values that students in Indonesia, including elementary school children, must have. Apart from that, tolerance is harmony in differences. For this reason, tolerance is the willingness of a person and citizens to comply with the provisions that have been established, this is the meaning of democracy. Another opinion quoted in Pitaloka, Dimiyati, & Purwanta, (2021) also states that "tolerance means respect, acceptance, and appreciation for the diversity of world cultures, forms of expression, and human methods of being human. Apart from that, tolerance can mean a deliberate act of restraint in experiencing something that is disliked. Tolerance can be divided into 2 types, namely active tolerance and passive tolerance. Active tolerance is behavior that is based on knowledge, description and perspective. On the other hand, passive tolerance is more limited to ignoring or not being very critical of comparisons." However, sometimes, there are still many students out there who do not have tolerance values. Judging from the number of students mocking their friends because of deficiencies in their cognitive aspects. So situations like this create a learning situation that is neither conducive nor comfortable. The aim of this research is

to implement increasing the value of the character of tolerance through PKN learning in elementary schools. This increase in character values needs to be known to emphasize the role of teachers in instilling the character value of tolerance in students. So it is very necessary to increase the character value of tolerance in elementary school students so that students as the nation's successors can implement the value of tolerance from an early age in themselves. Currently, there is a lot of bullying that occurs due to differences, so by applying the value of tolerance to students, they can respect others more so that there is no more bullying.

According to Magdalena (2020), the aim of Citizenship Education is "to form students who are ready to become citizens, citizens of the nation and citizens who can be relied on by their individuals, their families, their environment and even their country to achieve common goals. Learning Citizenship Education is a crucial subject for elementary school level. Civics learning in elementary schools has the function of helping students understand their rights and obligations as citizens of the country, helping to produce student characters that are appropriate to Indonesian culture, and aims to produce a generation of people who love their homeland."

### *Understanding Character*

Character comes from the Greek word character which comes from the diction "charassein" which means (to inscribe / to engrave) to carve or carve, like someone who paints paper, carves stone. Rooted in such an understanding, character is then interpreted as a special sign or characteristic, and therefore gives birth to a view that character is an individual pattern of behavior, a person's moral state. Meanwhile, in Latin, character means distinguishing signs. Linguistically speaking, character is the mental, moral or ethical characteristics that differentiate a person from others, character or disposition. "Character is personality, behavior, character, character and disposition." Some say character is a subjective assessment of moral and mental quality, while others say character is a subjective assessment of mental qualities only, so that efforts to change or shape character are only related to stimulating a person's intellect.

### *Understanding Tolerance*

Tolerance is the attitude of accepting other people's differences, not forcing beliefs on other people, not liking people because they don't share their beliefs, beliefs or understandings, and not judging other people based on their background, appearance or habits, because no one ever asks. to be born into a certain ethnic group, with maximum beauty and valor, or with high social status. There are several types of tolerance based on their scope. Among the forms of tolerance, some of them are:

#### a. Religious Tolerance

This tolerance concerns beliefs and creeds, Harum Nasution in his book states that religious tolerance will be realized if it includes 5 things, namely, trying to see the truth that exists outside of other religions, minimizing the differences that exist between religions, highlighting the similarities that exist within religions. , build up a sense of brotherhood among God, and stay away from the practice of attacking between religions. Examples of religious tolerance are not forcing religion, respecting other people's beliefs, respecting holidays of other religions, and not hating other people.

#### b. Social Tolerance

In socializing, a tolerant attitude is really needed in order to obtain a social climate that is full of feelings and an atmosphere of mutual respect, mutual respect, and mutual feeling as brothers. From the tolerant attitude there are several benefits, including, creating harmony in society, creating a sense of kinship, creating love. love each other, and create peace, a sense of calm and security. Some examples of social tolerance include behaving fairly towards fellow humans, helping each other if someone else is in need, accepting differences of opinion and not imposing one's will, and having good communication with friends, neighbors or relatives.

### *Cultural Tolerance*

Plurality is characterized by the existence of ethnic groups, each of which has ways of life or culture that apply in their ethnic community, thus reflecting their differences, but who live together in one forum of Indonesian society. Indonesia is a pluralistic, multicultural society, namely a society consisting of different acculturated groups that respects pluralism as cultural diversity to be preserved. Some examples of cultural tolerance are, instilling a sense of love for the culture that exists in Indonesia, respecting the differences in customs that exist in Indonesia. our environment, learn about the cultures in Indonesia, and make friends with anyone regardless of ethnicity, race and culture. This tolerance is closely related to people of different tastes or ethnicities.

## Research Methodology

Overall "the objectives and problems studied, this research includes research using the literature method, because in the midst of this pandemic the author looked for data through the literature study method, namely by reading from several books and journals entitled "Implementation of tolerance character assessment in PKN learning". This type of research is qualitative research with a literature study method. The use of relevant literature is a common thing in qualitative research after data collection and analysis. Unlike quantitative researchers, qualitative researchers generally do not use various literature as a background to the studies they conduct or as a conceptual framework and theoretical framework for the study. The reason for not using literature in the early stages of research is to protect the researcher in directing the participants about various things that the researcher previously knew (Streubert & Carpenter, 2003). Another reason was put forward by Pinch (1993) who said that researchers should study the phenomena of their research in more depth as if the phenomena were very foreign to them. Thus, using literature before conducting research is not a step that qualitative researchers must take. On the other hand, in several types of qualitative research, such as ethnographic research and grounded theory research, previous literature is used as a background for the study to be conducted and is created before the study is carried out (Strauss & Corbin, 1989). From these several steps, the researcher discusses the stages of qualitative research as follows:

### a. Planning

Meanwhile, planning research involves first determining the location to carry out research activities, namely at an elementary school, for example SDN Sawunggaling 1 Surabaya. Then the researcher chose class 5 as the class where research activities would be carried out. The researcher chose this class because the 5th grade students were entering the concrete operational stage, so the students were able to differentiate between good and bad even though they still needed guidance and the class had implemented the 2013 curriculum. Next, the researcher determined sources to be interviewed about the implementation of increasing the character of tolerance in civics learning in class 5, namely class 5 teachers and class 5 students. Researchers conducted a documentation study by examining the learning implementation plans (RPP) that had been implemented by teachers, then distributing questionnaires to class 5 teachers and students.

### b. Data collection

Based on research, data can be collected through questionnaires and interviews, using structured interview techniques for grade 5 teachers at SDN Sawunggaling Surabaya. Researchers collected data from interview techniques related to the implementation of increasing tolerance character values in civics learning in elementary schools. Researchers also carried out data collection techniques such as learning tools in the form of learning materials and questionnaire sheet results.

### c. Conclusion

This conclusion is carried out in stages, the first is to draw up temporary conclusions, but with increasing data it is necessary to verify the data, namely by studying existing data. Second, draw final conclusions after the first activity is completed. Conclusions are drawn by comparing the suitability of the respondent's statement with the meaning contained in the researcher's problem conceptually.

## Result & Discussion

There are a number of resource persons, namely grade 5 teachers and grade 5 students. Implementation of the character value of tolerance in elementary school includes three stages, namely planning, data collection and then conclusions. Planning is the first stage in implementing the character value of tolerance in children. By using a documentation study method that examines the learning implementation plans (RPP) that have been implemented by teachers, after that giving questionnaires to elementary school teachers and students. In this second stage, researchers collected questionnaires and interviews. In the third stage the researcher provides conclusions after interpreting the data and evaluating the data obtained. Tolerance cannot be separated from the diversity that exists in Indonesia. This diversity has a high risk of causing conflict if there is no sense of tolerance. Therefore, to prevent conflict from arising due to existing differences, strong cultivation is needed in every member of society. Therefore, in the school environment it is considered necessary to provide insightful learning or introduce diversity and tolerance as a way to create a harmonious life. (Widiyanto, 2017) Some values of tolerance that can be applied in learning at school are freedom and mutual respect for opinions. The role of our teachers must be able to "Instill the Character Value of Tolerance in Students. Because teachers have an important role in cultivating the character of tolerance, because children can learn about attitudes of tolerance not only from reading books, teachers must

also be role models for students so that they have good character, especially in their attitudes (both social and religious attitudes). Then, the role of the teacher is also to make rules and regulations to emphasize to students that they always follow the rules that have been made for them to implement. Some of the rules that are instilled are 1) obeying the rules and regulations at school, 2) not discriminating between friends, 3) do not mock or behave rudely towards friends 4) carry out class pickets according to schedule, 5) do not disturb friends and always respect the teacher. Don't make noise in class unless it has something to do with the lesson. Greet the teacher. Don't leave the class without permission from the teacher. Be polite towards teachers and friends. Then, when there are students who break the rules or obey the rules that have been made by the teacher, there will be punishment or reward. If someone breaks the rules, for example not respecting a friend's difference of opinion or mocking another friend, then the punishment is to apologize with kind words then shake hands, and one point will be deducted . The reward given to students who comply with the rules is that they will get an additional ten attitude points. Punishment and reward. Furthermore, if students have violated many rules and regulations or are often intolerant of fellow students in any way, then of course there will be a call from the parents and guardians to be given guidance. Teachers have an important role in the field of education.

Based on Republic of Indonesia Law Number 14 of 2005 Chapter 2 Article 4 Concerning Teachers, a teacher has duties, among others, teacher as an educator, teacher is an educator who is a figure and role model for students and their environment, teacher as a student, teacher has the duty to help learners. Teachers have a very important role in instilling the value of tolerance by integrating education with various cultures. A teacher's behavior in the classroom is key in helping all students reach their potential regardless of gender, ethnicity, age, religion, language or privilege. The following is the role of the teacher according to Lickona, Schaps, Lewis and Azra in instilling character values, one of which is value tolerance, among other things, in an effort to instill character in children, educators must be directly involved in the process of both learning activities and other activities, educators or teachers are responsible for being examples or role models who have character values including the value of tolerance and provide influence to students. Teachers must be able to provide direction to students that students' character grows through cooperation in making decisions, teachers must often carry out routine reflection on developing moral issues and ensure the development of students' character on an ongoing basis, Educators need to explain and clarify to students in an integrated manner. continuously regarding various good and bad values (Pitaloka et al., 2021, 1701). Based on the information above, the teacher's role in instilling the character of tolerance is that the teacher becomes a role model for students so that they have good character, especially in behavior (both socialization and tolerance) both in the classroom and outside the classroom. Efforts to Implement Character Education. PKN learning in elementary schools is integrated thematically. By knowing the circumstances around them, students become more accustomed to living together, even though there are slight differences between each individual. PKN learning teaches tolerance by teaching various tribes, regions and races in Indonesia. Apart from that, teachers also need to apply an attitude of tolerance in learning, such as not discriminating between students, getting students to pray according to their respective religions and beliefs before learning begins. , teaches students about regional songs. In order to increase attitudes of religious tolerance among students through PPKn learning. The implementation of character education in Citizenship Education learning is a manifestation of the attitudes shown by students during the Citizenship Education learning process at school, at home and in the community.

Based on the results of interviews with Sumarni, S.Pd. as follows: "Learning continues online (on the network) via the WhatsApp application carried out by each class teacher. Meanwhile, offline learning (outside the network) is carried out by implementing a shift system. "Each class is divided into 2 study groups with a face-to-face schedule that has been arranged by the school, so that in one week one study group comes to school once for offline learning." (Interview, April 26 2021). In implementing the values of tolerance through Citizenship Education learning, there are several supporting factors, such as the condition of society which is increasingly open-minded and the wisdom of teachers in teaching in the classroom. A class consisting of several individuals from different ethnicities, religions and even personalities must be a comfortable place for students to learn. The existing diversity is not an obstacle for minorities to develop their abilities. The results of the interviews obtained can be said that even though students do not come to school due to the Covid-19 pandemic, the learning process continues online (on the network) and offline (outside the network) which is carried out by all classes so that the process of implementing character education is an effort to increase attitudes of religious tolerance among students. class students.

## Conclusion

Teachers have a very important role in instilling the value of tolerance by integrating education with various cultures. A teacher's behavior in the classroom is key in helping all students reach their potential regardless of gender, ethnicity, age, religion, language or privilege. The following is the role of the teacher according to Lickona, Schaps, Lewis and Azra in instilling character values, one of which is value tolerance, among other things, in an effort to instill character in children. The implementation of character education in Citizenship Education learning is a manifestation of the attitudes shown by students during the Citizenship Education learning process at school, at home and in the community.

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