

## **THE IMPLEMENTATION OF TOLERANCE CHARACTER EDUCATION THROUGH SOCIAL SCIENCE LEARNING IN ELEMENTARY SCHOOL**

## **IMPLEMENTASI PENDIDIKAN KARAKTER TOLERANSI MELALUI PEMBELAJARAN IPS DI SEKOLAH DASAR**

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### **Abstract**

This study aimed to determine the implementation of tolerance character education through social science learning in elementary schools and the level of student understanding in implementing tolerance character in everyday life in the school environment. The methods used were quantitative and qualitative. The data collection techniques used were interviews, observations, and questionnaires. The data sources were the principal, the fifth-grade teachers, and 46 students. Data analysis techniques used were percentage formula and interpreting the qualitative data. The results of this study indicated the implementation of tolerance character education through social studies learning in elementary schools was categorized as very good, and students' level of understanding in implementing the character of tolerance in everyday life at school was categorized as very good. Therefore, educational institutions must continue to pay attention to the character learning process even though it is only inserted into the core learning (field of study) so that the character education process can continue to run well and always socialize various learning models.

**Keywords:** *Tolerance, Character Education, Social Studies Learning*

### **Abstrak**

Penelitian ini bertujuan untuk mengetahui implementasi pendidikan karakter toleransi melalui pembelajaran IPS di sekolah dasar dan tingkat pemahaman siswa dalam mengimplementasikan karakter toleransi dalam kehidupan sehari-hari di lingkungan sekolah. Metode yang digunakan adalah kuantitatif dan kualitatif. Teknik pengumpulan data yang digunakan adalah wawancara, observasi, dan kuesioner. Sumber data adalah kepala sekolah, guru kelas V, dan 46 siswa. Teknik analisis data yang digunakan adalah rumus persentase dan interpretasi data kualitatif. Hasil penelitian ini menunjukkan bahwa pelaksanaan pendidikan karakter toleransi melalui pembelajaran IPS di sekolah dasar dikategorikan sangat baik, dan tingkat pemahaman siswa dalam mengimplementasikan karakter toleransi dalam kehidupan sehari-hari di sekolah dikategorikan sangat baik. Oleh karena itu, lembaga pendidikan harus tetap memperhatikan proses pembelajaran karakter meskipun hanya diselipkan pada pembelajaran inti (bidang studi) supaya proses pendidikan karakter dapat tetap berjalan dengan baik dan selalu mensosialisasikan macam-macam model pembelajaran.

**Kata Kunci:** *Pendidikan, Karakter Toleransi, Pembelajaran IPS*

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## 1. Introduction

In essence, humans in this world want to live in peace without any conflicts that arise and cause divisions (Sahin, 2011). Peace is defined as calm and comfort wherever and whenever possible without war. A great nation is a nation that can maintain peace among existing differences by having a tolerant character so that it can uphold the value of unity and integrity (Wahyudi, 2017). In line with the swift currents of globalization, the essence of tolerance that creates peace begins to fade (Istiningsih, 2016). This can be seen through the problems that arise in society due to the decline in character values (Hardiansyah, Budiyo, & Wahdian, 2021). The decrease in the value of the nation's character has become a sharp public spotlight. It has been widely discussed in various local, national, and international forums by community leaders, educators, and social observers (Sahal, Musadad, & Akhyar, 2018). Problems in the community include the number of acts of violence, sexual harassment, corruption, fights between students, murders, and clashes between residents or tribes (Hardiansyah & Mas'odi, 2020).

Problems regarding the decline in character values experienced by the nation today are caused by individuals who are proud to follow a westernized lifestyle (westernization), so each individual's Indonesian culture becomes marginalized (Supriyanto, Hartini, & Wahyudi, 2019). The loose grip on religion causes each individual to feel accustomed to doing things, violating rights, laws, and moral values, and not respecting one another (Zakso, Agung, Susanto, & Capnary, 2021). The absence of a severe are from the government, and a materialistic, hedonistic, and secular culture is also the cause of this nation's decline in character values experienced by this nation (Nugraha & Firmansyah, 2020).

The fading of character values experienced by this nation can have an impact. The impact that occurs when this nation loses the character of tolerance will cause the collapse of the unity and integrity of the Indonesian government so that the Indonesian country can be divided into other nations (Karmadi, 2017). There will always be conflicts between individuals or groups. This is because people who cannot respect one another do not care about differences, only about personal interests, and cling to their respective egos (Masrukan & Mufidah, 2017). For this nation to have a strong tolerance character to build a better national character instilled in every individual soul, the government has made efforts to improve education (Sari & Indartono, 2019).

Improvement in education can be made by implementing character education. Character education is one of the efforts to overcome the problem of character decline in Indonesia (Manurung, Sumantri, & Utomo, 2018). Character can be interpreted as a fundamental value that shapes a person's personality in society and heredity (Leung, Cloninger, Hong, Cloninger, & Eley, 2019). At the same time, character education is an effort of a teacher to teach and apply values to his students (Nurdin, Sutarna, & Taufik, 2020). There are 18 characters set by the government, one of which is the character of tolerance. Character tolerance is an attitude of respect for differences, namely differences in religion, ethnicity, opinion differences, attitudes, and behavior of others (Hartini, Supriyanto, Wahyudi, Sutoyo, & Sawai, 2020). One application of the character of tolerance is by teaching the values of mutual respect, both between individuals and between cultures in society (Fatmawati, Khotijah, & Erviana, 2018).

Tolerance can produce peace among humanity. The Indonesian state very much needs the character of patience because Indonesia is a country that has various cultures and religions and is referred to as a multicultural country (Juwita, Salim, & Winarno, 2018). The character of tolerance with multiculturalism is closely related because

patience is needed to appreciate and accept differences, and multiculturalism is a form of difference. Multiculture cannot be changed into monoculture. The community has not entirely accepted multiculturalism; this is because many people still discriminate between religions and cultures, leading to conflict and divisions (Brata, 2016). Therefore, cultivating tolerance for character values is needed early, especially in elementary education.

Primary education is critical and essential in instilling character values (Hardiansyah & Misbahudholam, 2022). In this education, elementary school students have entered a concrete operational period, so it is straightforward for teachers to instill the character value of tolerance (Anker & Afdal, 2018). Applying the value of the character of tolerance in elementary school students is needed to teach students to appreciate differences because, in one class, there are various kinds of students with different cultural or religious backgrounds (Willems, Denessen, Hermans, & Vermeer, 2010). It has been found that elementary school students still like to discriminate among their friends due to different religions, ethnicities, languages, and opinions.

Discrimination among students results in fights in class and causes disorganization. The cultivation of the value of the character of tolerance can be applied in a lesson, especially in learning Social Sciences (Martell & Stevens, 2017). Social Sciences examine facts, concepts, and generalizations related to social issues. Social Sciences is a subject that combines basic concepts from various social sciences that are compiled through educational and psychological approaches and their feasibility and meaning for students and their lives (Chia, 2015). Social studies material includes history, economics, geography, and sociology. Students are directed to become good citizens and have good character through social studies learning. So that social studies learning can be enjoyed by students and does not make students bored, it is necessary to have a learning model.

One of the learning models that can be applied to social studies learning is the learning model MAMAT (Make a Match). This learning model is a PAKEM (participatory, active, creative, effective, and fun) learning model with a suitable method that prioritizes teamwork (cooperative learning). The goal achieved is not only the ability to master the subject matter but also an element of cooperation for mastering the material (Harefa, 2020). The model MAMAT (Make a Match) can make students active and interact to mingle with all their friends. This model involves all students in one class so that students will not discriminate between one another and can be applied to all materials, especially material respecting ethnic and cultural diversity in Indonesia (Fauhah & Rosy, 2020). One of the advantages of this technique is that students look for partners while learning about a concept or topic in a pleasant atmosphere (Nurfiati, Mandailina, Mahsup, Syaharuddin, Abdillah, & Fitriani, 2020). Through the model MAMAT (Make a Match), teachers can implement character in students, especially tolerance. Based on the description above, the researcher is interested in researching implementing tolerance character education through social studies learning in elementary schools.

## **2. Research Method**

This study used a phenomenological qualitative approach to explain and capture meaning in the form of concepts or phenomena of experience based on the awareness of several individuals through case study designs and a quantitative approach to describe data using numbers. Applying phenomenology explains the relationship between the

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phenomenon under consideration and everyday life's values, beliefs, norms, symbols, language, and practices. The data for this research was qualitative. The principal of SDN Baban 1 Sumenep, 2 teachers, 46 fifth-grade students, and parents selected randomly were the data sources in this study. The principal, teachers, and students were the three main components of this research. Parents of students were subjects who knew the role of the three primary data sources. This study collects data through semi-structured interviews, unstructured observations, documentation, and questionnaires.

The instruments were school documents, interview guidelines, and questionnaires. The questionnaire used in this study was a multiple-choice questionnaire. The selection of alternative answers was made using the Likert scale. That scale measures attitudes, opinions, and perceptions of a person or group of people about social phenomena. With the Likert scale, the variables to be measured were divided into sub-variables and then into components. Components were used as a starting point for compiling instrument items in the form of questions or statements, which respondents answered. Each statement had four answer choices: always (4), often (3), sometimes (2), and never (1). Persistence of observation, triangulation and referential adequacy were all indicators of the validity of the data used in this study. The author provides a detailed, clear, systematic, logical, and rational description of the research results on the implementation of tolerance character education through social studies learning and its application in everyday life. Thus, the research results were easily understood by others and showed the research's accuracy. Testing for dependability in qualitative research requires an audit of the entire research process.

To ensure the reliability of this research, the authors defined the research problem, traveled directly to the field, selected data sources, analyzed the data, tested the validity of the data, and drew conclusions. Along with the previously mentioned activities, photographs were included in the data collection process to strengthen the evidence in the field. Thus, researchers conducted field research and collected data in research reports. In this study, confirmability was built by connecting research findings with the process used to collect data on the implementation of tolerance character education through social studies learning and its application in everyday life in the school environment.

### **3. Results and Discussion**

Everyone needs implementation of character education because without character education, there will be problems with decreasing character values, and a person's personality will not be formed into a good person. Character education aims to educate students to have good attitudes and behavior. Based on the explanation above regarding character education, the school has implemented character education from the research results conducted by researchers at SDN Baban I Sumenep. This statement was supported by the principal and teachers of SDN Baban I Sumenep as follows:

“This school has implemented character education since we participated in the UKS competition in 2009. Our school had always implemented character education before there was a character-based curriculum”, said the principal.

“Character education in this school has been implemented long ago before the character-based education curriculum was implemented here; it is just that the term used is called habituation. Every Monday, we check students' uncut

fingernails and long hair. Students were told to clean their ears. When I first taught at this school, character education was implemented, such as the teachers standing next to the gate to greet the children in an orderly manner”, stated Mrs. Wiwik, a fifth-grade teacher.

“This character education has been implemented for a long time before there was a character-based curriculum, and in this school, it was first carried out character education which used to be called habituation”, stated Mr. Suryawan.

Based on statements from sources, it is concluded that SDN Baban I Sumenep has implemented character education even before the existence of a character-based curriculum. The term that used to be used was not character education but habituation. Character education was implemented by the principal and all parties concerned, such as teachers or educators. However, the teacher plays an essential role in implementing character education in schools to form good character in students. Tolerance character education has been implemented at SDN Baban I Sumenep through habituation or learning materials insertion. This was proved by the principle and teachers of SDN Baban I Sumenep as follows:

“In learning, it can be seen that the characters are formed. For example, children are asked to have group discussions, and the character of cooperation is seen in the discussion. As for the character of tolerance, it is included because children are grouped in various ways. As the school principal, I do not intervene directly in the classroom, but I only monitor the teacher when submitting the lesson plan and Syllabus for learning at that time. If something has not been written there, then I will convey it directly to the teacher”, stated the principal.

“When the teaching and learning process is going on, the teacher usually applies several characters under certain conditions, such as during group discussions. during group discussions, it will be clear that character education is cooperation, courage, so they can respect each other's opinions when they have opinions in the group”, said Ms. Wiwik.

From the explanation of the resource persons, it can be said that tolerance character education has been implied in the learning material, by inserting the character during the delivery of the material or during the learning process.

From the interviews, researchers found out that teachers at SDN Baban I Sumenep have used learning models. This was evident from the narrative of the fifth-grade teacher, Ms. Wiwik when asked by the researcher about using the learning model MAMAT (Make a Match), she answered:

“I have used this model but not often; the model can also be used as a support for the delivery of material and, of course, can apply the character along with the material”.

The same thing was also stated by Mr. Wawan as follows:

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“I have used this model like several cards are paired. I use that model when delivering social studies lessons on ethnic and cultural diversity. The material can be used for the application of the character of tolerance”.

Similarly, the principal also gave a statement regarding learning models used as a support in the delivery of character application materials as follows:

“Of course, the learning model can be used as a support when delivering material. Of course, it will affect the character. We leave the learning models to the teacher and adapt them to the conditions and learning at that time. We only monitor the implementation of learning and can see the results in the class data. If the result is 70%, it is successful, but if it is below 70%, it does not work and look for why it doesn't work”.

The explanations of two fifth-grade teachers and a principal indicated that the character of tolerance in learning had been implemented by inserting the values of the tolerance character into the material. From the explanation above regarding the insertion of character values through the material and the teacher has used various learning models that can be used as a support for the delivery of material, the researchers asked questions to the fifth-grade teachers about the kind of behavior changes in students when their character of tolerance was good, she answered:

“The character of the students in the class is very diverse, as when a friend is sick, we have to visit him/her, and if one of the students' parents dies, we invite them for ta'ziah, it is a character of tolerance with students and if there is a classmate who is sick, then take him/her to the school medical room or tell the teacher, even in those classes we have prepared a first aid kit, that is a form of tolerance for students, if their friend is sick, they can treat him/her, applying this character of tolerance indirectly”.

The results of this interview revealed that the application of the character of tolerance applied very well. This was also supported by the results of the percentage of teacher activity observation data that the observer had given to researchers through teacher learning activities. Ms. Wiwik did the observation as a fifth-grade teacher and also a researcher who carried out activities to implement tolerance character education through social studies learning material respecting ethnic and cultural diversity in the model MAMAT in elementary schools.

The observation of teacher activities was based on the practical aspects, including initial, core, and final activities, which were outlined in several learning indicators. The number of indicators consisted of 16 indicators. Each learning indicator was given a score: excellent category or very active in activities according to the learning indicators (5), very good if actively carrying out activities regularly (4), quite good if it does not carry out activities according to the learning indicators (3), poor category if it does little activities according to the learning indicators (2), and not good if the learning indicators do not carry out the activities (1). The results obtained by researchers are based on learning indicators with a total value of 69 when the percentage becomes 86.25%, indicating perfect criteria. It was perfect because, from the results of analysis of the observation data on teacher activities, it was calculated using the

percentage formula; namely, the total value obtained from the observer was 69, which was then divided by the maximum number of indicators multiplied by the number of indicators which was then multiplied by 100%.

Table 2. Teacher Teaching Activities Observation Results

No.	Observed Aspects	Indicator	Assessment Criteria				
			5	4	3	2	1
1	Initial activity	Review of learning involving the value of the character of tolerance.	5				
		Motivate by instilling an attitude of tolerance which includes respect for differences of opinion, respect for differences in attitudes and actions of others, and respect for differences in ethnicity and religion.		4			
		Appreciation involves tolerance, which includes respect for differences of opinion, respect for differences in attitudes and actions of others, and respect for differences in ethnicity and religion.		4			
		Explaining learning objectives related to tolerance, which includes respecting differences of opinion, respecting differences in attitudes and actions of others, and respecting ethnic and religious differences.	5				
		Presenting material respecting the diversity of ethnic groups and cultures in Indonesia related to the character of tolerance and assisted with props in the form of images of ethnic groups and cultures.		4			
2	Core activities	Divide students into study groups without discriminating against students (tolerance).	5				
		Provide student worksheets on material respecting ethnic and cultural diversity in Indonesia that involves the character of tolerance.		4			
		Guiding students in working on worksheets without discriminating against students (tolerance).	5				
		Prepare students to find partners in the use of models.		4			
		Make a match that involves the character of tolerance.		4			
		Ask the students who found their partner to read the questions and answers from the pair search.		4			
		Ask each of the other pairs of students to		4			

No.	Observed Aspects	Indicator	Assessment Criteria					
			5	4	3	2	1	
		respond to the results of the other pairs.						
		Provide feedback to students.		4				
		Give rewards to students who can find a partner and are active in answering.	5					
3	End activities	Guiding students to conclude learning that involves the character of tolerance.		4				
		Helping students to evaluate learning that involves the character of tolerance.		4				
		Closing the lesson.		4				
<b>Total Score</b>				69				
<b>Percentage/Category</b>				86.25%				

$$\begin{aligned}
 \text{Percentage} &= \frac{A}{\text{maximum number of values of the indicator} \times B} \times 100\% \\
 &= \frac{69}{5 \times 16} \times 100\% \\
 &= \frac{69}{80} \times 100\% \\
 &= 86.25\%
 \end{aligned}$$

The percentage criteria were divided into five categories. The first was very good (81%-100%) if the teacher carried out all stages/steps in implementing character-based social studies learning. The second was good (61%-80%) if the teacher did almost all locations/steps in implementing character-based social studies learning. The third was good enough (41%-60%) if the teacher did half the stages/phases in implementing character-based social studies learning. The fourth is not good (21%-40%) if the teacher did a quarter of the steps/steps in implementing character-based social studies learning. The fifth was very poor (0%-20%) if the teacher did not carry out the stages/steps of learning. Therefore, the results of this research indicated that the percentage of teacher activities was very good.

Based on all exposures to interview data and observations regarding the implementation of tolerance character education through social studies learning material respecting ethnic and cultural diversity in the model MAMAT in elementary schools, it was concluded that the implementation of tolerance character education through social studies learning material respects ethnic and cultural diversity in the model of MAMAT in elementary school had been applied, and the results indicated the excellent.

The character of tolerance in students' daily life in the school environment has gone very well. This was reflected in students' behavior in everyday life who were mutually tolerant between good friends, respecting differences in opinions, respecting differences in attitudes and actions, and respecting differences in religion and ethnicity. Those exposures to interview data were supported by the percentage results from observing student activities of 46 students consisting of 22 males and 24 females. There were three religions believed by students in this class: 19 Muslims, 25 Christianity, and 3 Catholicism.

Observation of student activities consisted of several practical aspects, including attention, training, and core activities. Each element consisted of 14 indicators, and each



learning indicator was given a score: excellent category or very active in activities according to the learning indicators (5), very good if actively carrying out activities regularly (4), quite good if it does not carry out activities according to the learning indicators (3), poor category if it does little activities according to the learning indicators (2), and not good if the learning indicators do not carry out the activities (1).

The results obtained are based on learning indicators. The acquisition of observer 1 with a total score of 68 when presented as a percentage of 97.1%, indicating perfect criteria. In comparison, observer 2, with a total score of 61 or 87.1%, meant excellent standards. The rate of 97.1% was very good because, from the results of the analysis of student activity observation data, it can be calculated using the percentage formula, namely the total value obtained from observer 1, which was 68, then divided by the maximum number of indicators multiplied by the number of hands which was then multiplied by 100 %, as well as the percentage of 87.1% is said to be excellent criteria because from the results of the analysis of student activity observation data it can be calculated through the percentage formula, namely the total value obtained from observer 2, which was 61 divided by the maximum number of indicators multiplied by the number of hands then multiplied by 100%. The percentage gain from the two observers can be averaged with 92% indicating excellent criteria.

The observation result indicated that students' level of understanding in implementing tolerance in everyday life in the school environment was excellent. The questionnaire results also supported definitive statements contained in interviews and observations. From the questionnaire results before learning, the total score was 2984 with a percentage of 80.02% with reasonable criteria, and the questionnaire after learning social studies with the model MAMAT obtained a total score of 3148 with a rate of 85.54% with excellent standards.

The total score is obtained from the assessment of each question given, with a total of 20 queries. Each question was assessed according to the following score criteria: always (4), often (3), sometimes (2), and never (1). Then each total value obtained by each student was summed and formulated as a percentage and how to calculate the rate for each questionnaire, namely from the total score obtained divided by the number obtained from the product of the maximum value and the total number of questions and respondents. Thus, the results were excellent based on the exposure of the questionnaire data regarding the level of students' understanding in implementing the character of tolerance in everyday life in the school environment.

Based on interview data, observations, and questionnaires regarding students' level of understanding in implementing the character of tolerance in everyday life in the school environment, it indicated that students' level of knowledge in implementing the nature of patience in everyday life in the school environment was excellent. According to Sumadi, Yetti, Yufiarti, & Wuryani (2019), character education is an effort that has been made intentionally to develop good character-based core virtues that are objectively good for individuals and society. The results of the interviews revealed by the resource persons, namely the principal (Mrs. Wiwit, S.Pd.) and the fifth-grade class teacher (Ms. Wiwik Sayekti, S.Pd.), it can be said that the implementation of tolerance character education through social studies learning material respects ethnic diversity and cultural models. MAMAT in elementary school is very good. Reinforced by the results of observations obtained a percentage of 86.25%. In the rubric of teacher activity assessment, it is known that the level of achievement between 81%-100% is classified as excellent criteria. Based on the research findings and theories, the researcher

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concluded that students' level of understanding in implementing tolerance character education through social studies learning material respecting ethnic diversity and culture model MAMAT in elementary schools is very well done.

Based on the opinion of the informants, namely the principal (Mrs. Wiwit, S.Pd.) and the fifth-grade class teacher (Ms. Wiwik Sayekti, S.Pd.), it can be concluded that the level of understanding of students in implementing the character of tolerance was excellent. It was seen that students tolerated their friends by respecting their opinions and religious and ethnic differences. According to Yusrina & Ma'arif (2020), tolerance is accepting deviations from things you believe or practices that are different from what you do yourself or can get goods that are contrary to what has been done. Certain.

The results of the interviews were reinforced by the results of the observer doing student activities; it was known that the total score obtained by the first observer was 68, with a percentage of 97.1%, while the second observer was 61, with a rate of 87.1%. The results of observers I and II were then added and divided by two to find the average percentage. An average ratio of 92% was obtained. This result indicated that students' level of understanding in implementing the character of tolerance in everyday life in the school environment was very good. Supported by the results of the questionnaire before learning with a total score of 2984 with a percentage of 80.02% with fair criteria, and the questionnaire after learning social studies with the MAMAT model obtained a total score of 3148 with a rate of 85.54% with a very good standard. The questionnaire results indicated students' level of understanding in implementing the character of tolerance in daily activities in the school environment after learning with the MAMAT model. From the overall research results and based on research theory, it was concluded that students' level of understanding in implementing the character of tolerance in daily activities at school was very good.

#### 4. Conclusion

Based on the results of this research, the researchers put forward several conclusions as follows: (1) the implementation of tolerance character education through social studies learning in elementary schools was categorized as very good based on the results of interviews and observations of teacher activities carried out by researchers, and (2) students' level of understanding in implementing the character of tolerance in everyday life at school was categorized as very good based on observations of student activities and questionnaires.

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