TOLERANCE AS A CHARACTER EDUCATION IN SOCIAL STUDIES LEARNING FOR 21ST CENTURY

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Abstract : School is a place that is not only able to help students to develop knowledge, but also helps them to develop their skills. This article describes the role of schools in developing the character of tolerance for students. Social studies as a subject do not only teach about a theoretical concept. Social Studies Learning is expected to shape the character of a good society (good citizenship). Therefore, social studies learning must also be able to provide applicable and meaningful learning. So that Social Sciences as one of the subjects that have the aim to create good citizens and feels right enough to help develop these characters. The thing that must be realized is that social studies learning does not only talk about a theory, but social studies learning in class must also be able to provide experience directly to students.

Keywords : character education, tolerance, social studies, 21st century

I. INTRODUCTION

Indonesia is a country that has tribal diversity, therefore it is important to develop mutual respect. Tolerance is an attitude that can respect each other with one another without regard to ethnic or religious background. The existence of tolerance in humans must be grown since the individual begins to recognize the environment. Tolerance is a part of the character that must remain in the faithful of the individual, these positive values must be maintained not to be consumed by the current development. Problems that are as complex as possible are many issues that are very easy to damage the bonds of the nation's positive values. IPS learning is an appropriate means to build character to improve positive values through issues that occur in this digital era.

II. RESULTS AND DISCUSSIONS

2.1 The importance of tolerance in building character

Changes that occur in various aspects of life are impacts that can be felt directly or indirectly, and this is part of the advancement of science and technology that has entered into various aspects of life. The impact of these changes is realized or not realized which results in the erosion of positive values in social life, one of the values that are vulnerable to the influence of outside values is the value of tolerance and togetherness. Most of the many parties argue that these values are the crystallization of national culture that has grown and developed in community life in Indonesia.

In the school environment tolerance and togetherness become a very important and fundamental pillar. Schools have been agreed upon as a social system in which various components of the school community are associated with economic, cultural, family environment habits, religion and even desires, different aspirations, and interests, therefore needing deliberate efforts and continue to develop tolerance.

Tolerance is one container or tool to improve student character in society. A character can be interpreted as an innate, heart, soul, personality, character, behaviour, personal personality, character, character, temperament, and character. The character in this sense marks and focuses on the application of the value of goodness in the form of action or behaviour. People who do not apply good values, such as being dishonest, cruel, greedy, and other deviant behaviours are said to be of bad character, but people whose behaviour is in accordance with moral rules are called character.

In this case to build the character of student's leads to an understanding of developing students to have a good personality, behaviour, character, character, and character. This character refers to a series of attitudes, behaviours, motivations, and skills that meet the standards of values and norms that are upheld and obeyed.

Students who have noble character have knowledge about their potential, which is characterized by values such as reflective, confident, rational, logical, critical, analytical, creative and innovative, independent, healthy, responsible, knowledgeable, patient, careful, willing to sacrifice, brave, trustworthy, honest, keep promises, fair, humble, ashamed to do wrong, forgiving, gentle-hearted, loyal, hard-working, diligent, tenacious / persistent, thorough, initiative, positive thinking, discipline, anticipatory, initiative, visionary, unpretentious, passionate, dynamic, thrifty / efficient, respecting time, dedication / dedication, self-control, productive, friendly, love of beauty (aesthetic), sportsmanship, courage, openness, orderliness. In addition, individuals also have the awareness to do the best or superior and be able to act according to their potential and awareness. They can realize positive developments as individuals (intellectual, emotional, social, ethical, and behavioural). Students who have good or superior character always try to do the best things for God, themselves, others, environment, nation and state and the international world in general by optimizing their potential (knowledge) and accompanied by awareness, emotions, and motivations (his feelings) (Sutyitno, 2012).

Character comes from values about something. A character will be attached to the value of a person's behaviour. Therefore, from the perspective of character education, there is no child behaviour that is not free from values (Kesuma, 2011). This is also in line with the values of character education developed by the Ministry of Education and Culture and there are eighteen characters. These values come from religion, Pancasila, culture, and national education goals (Maunah:2014). The values developed need to be emphasized in increasing understanding which can be developed further. This is because in character education core ethical values are developed such as the care of honesty of fairness of responsibility and respect for oneself and others as well as supporting performance values

such as high work ethic and perseverance as a good character base Maksudin in (Ardhyana, 2017).

Character education is becoming increasingly important and strategic, especially if it is associated with the challenges faced by Indonesia in preparing future generations in facing global challenges with increasingly severe and complex problems (Halimah, 2016). In harmony with the efforts to improve the quality and quality of Indonesian education is actually a mandate outlined in law 20 of 2003 concerning the National Education System in Article 3, which states that national education functions to develop capabilities and shape dignified national character and civilization in order to educate nation (Ernalis, 2003). Character education has a higher meaning than moral education, because character education is not only related to problems that are wrong, but how to instil habits about things that are good in life, so that children/students have high awareness and understanding, as well as caring and commitment to apply virtue in daily life (Widaningsih, 2012).

The concept of character education can be seen in the example of noble character which means having knowledge of his potential, which is characterized by values, such as reflective, confident, rational, logical, critical, analytical, creative, and innovative, independent, healthy living, responsible, love of knowledge, patience, caution, willing to sacrifice, brave, trustworthy, honest, keep promises, fair, humble, ashamed to do wrong, be gentle, forgiving, loyal, work hard, diligent, tenacious, persistent, thorough, thinking positive, disciplined, participatory, initiative, visionary, unpretentious, energetic, dynamic, efficient, efficient, respectful of time, devotion, self-control, productive, friendly, aesthetic, sporty, resilient, orderly. Characteristics are the realization of positive developments as individuals (intellectual, emotional, social, ethical, and behavioural) (Khaironi, 2017).

To increase tolerance, the teaching and learning process is essentially a communication process, namely the process of delivering messages from the source of messages through certain media to the recipient of the message. Messages, message sources, media, and message recipients are components of the communication process. In learning activities, the message that will be communicated is the teaching content or material determined based on the applicable curriculum (Setian & Cahyono, 2018). Apart from the teaching and learning process, on the other hand, the role of the school and the school's vision and mission are also very important for the development of students' character, needs analysis is based on three things. First, the school's vision and mission is not just a jargon, but something that can be a source of energy for every citizen to realize their goals together. Thompson & Stricland (2001) explained that vision is something that becomes an organizational goal in the long term, while the mission is the presentation of the goals and objectives to be achieved by the organization. parents and community environment in harmony with (Yulianto:2006) express the character of Discipline and

character and metal responsibility to make the atmosphere of the environment become orderly.

Planting character is so important in adolescents not only through learning but also through the diversity that shapes the character of children, and the role of parents who guide children to change children's character, character is not as arbitrary as the teacher's job or learning but the family environment is very influential to make children become more selective in acting this is also expressed by (Ahmad, 2017)

2.2 Implementation of Character Education

The 21st century was marked as a century of openness or globalization, where human life in the 21st century experienced fundamental changes that were different from the previous century. The 21st century requires human resources that are of good quality and are able to keep up with modern times, educational institutions must be able to prepare quality students to face this era of automation.

The 21st century has many differences with the 20th century in various aspects or fields, including work, community life and self-actualization accompanied by the rapid development of information technology, many shifts of positive values that occur today, such as lifestyle changes in millennial circles, such as mutual cooperation, mutual assistance, speech style and appearance style, social studies education is one or the educator who must be able to prepare students to compete in the 21st century without losing character as stated in Law No. 20 of 2003

Character education is the creation of a school environment that helps students in developing ethics, responsibility through models, and teaching good character through universal values (Berkowitz & Bier, 2005). These character values should be planted on students so that they are able to apply in their lives both in their families, schools, communities, and countries so they can make a positive contribution to their environment (Maunah, 2014).

Students who have morals and character will have a strong grip so that they are wise in acting, cannot be denied if the progress of many times raises a variety of negative characters in the world of education, the need for emphasis and appreciation to shape the character of students who are able to respond positively to the times. this was stated by (Ardhyantama, 2017) stating that the Indonesian nation has a different view of life from other nations which includes recognizing absolute substances (ie God), humanism, nationalism realizing equality and justice in living together Characters that reflect this minimal national ideology must be given to students.

Character education is becoming increasingly important and strategic, especially if it is associated with the challenges faced by Indonesia in preparing future generations in facing global challenges with increasingly severe and complex problems (Halimah, 2016). These complex challenges also make educators be more creative in preparing students to face the age that is developing in the 21st century.

Noble moral character education in learning runs effectively by making good preparations. The role of the teacher is very important in making the atmosphere of learning in the classroom built through the integration of knowledge with attitudes and actions in everyday life. The learning process involves exploration, elaboration and confirmation steps through the Contextual Teaching and Learning approach or Cooperative Learning as a form of teacher intervention for students to become graduate students with character and quality. To strengthen the knowledge gained, opportunities for habituation are given in the form of modelling by teachers and the environment.

To shape the character of students not only when studying in class but can be done outside the classroom by using certain methods such as those expressed by (Kurnia, 2017) Education outside the classroom is not just physical activity, Outdoor learning is learning, not just having a fun happy. A good outside-class education program must include high impact activities. A person's competency is enhanced through the development of knowledge, skills, and characters from the person concerned. To produce peak adventure, activities in education outside the classroom must be able to get participants out of their comfort zone.

The character is a trait that characterizes the personality of a person who distinguishes from others (Hilmi, 2015), the traits that characterize the personality are those that are valued by others that give rise to something different. In the world of teacher education or educators must be able to see differences in the character of students with each other, because students' thinking ability is an individual character that has existed since birth.

In addition to character is a characteristic of personality, there are also many cases that occur among students who are caused by the progress of the age, such as bully cases in various regions, this is a low understanding or emphasis on students' thinking about negative things, the role of the teacher also must be ready to follow up on this matter. (Metro, 2017)

There are several roles of the teacher in learning as proposed by Moon (in Hamzah, 2007, p. 22), namely as follows.

1. Teacher as Learning Designer
2. Teacher as Learning Manager
3. Teacher as Evaluator
4. The teacher as the instructor of learning
5. Teacher as Counsellor

In addition to teachers, classroom management skills can develop understanding and skills in maintaining the smooth presentation and steps of an effective learning process. As well as having awareness of the needs of students and developing their potential in providing clear direction to students, and responding effectively to student behaviour that causes minor or minor disturbances, and understanding and mastering a set of possible

strategies that can be used to overcome students' behavioural deviations. Excessive or continuous fight in class (Arifudin, 2015)

The purpose of character education is to instill values in students through a continuous process of self-formation. Through character education, students are expected to be able to independently improve and use their knowledge, study and internalize and personalize the values of noble character and character to be realized in everyday behaviour. According to the Ministry of Education and Culture (in Rohman, 2012), there are 18 values of cultural education and national character that can be instilled in a person, namely a) religious, b) honest, c) creative, d) democratic, e) independent, f) caring for the environment, g) national spirit, h) discipline, i) love for the homeland, j) appreciating achievement, k) communicative / friendly, l) caring for the social, m) responsibility, n) curiosity, o) tolerance, p) hard work, q) love peace, r) love to read. (Yuliani, 2016).

Santrock in (Ode, 2016) states that thinking is manipulating or managing and transforming information in memory. This is often done to form concepts, reason and thinks critically, make decisions, think creatively and solve problems. Based on the process of thinking can be grouped into basic thinking and complex thinking. Complex thinking process called high-level thinking includes problem-solving, decision making, critical thinking, and creative thinking.

There are two main objectives of moral education according to this approach: first, help students to use the ability to think logically and scientific discoveries in analysing social problems, which are related to certain moral values. Second, helping students to use the process of rational thinking and analytics, in connecting, (Rosala, 2016).

III. CONCLUSION

While the complexity of the problems in the 21st century requires educators to have to respond to times to provide learning that can increase tolerance in shaping students' character, those who uphold positive values that apply to daily life. Community life is influenced by values of tolerance and togetherness. Tolerance is a place to improve student character in society. To reach students who are moral and characteristically needed character education, with character education students are expected to be able to independently improve and use their knowledge, study and internalize and personalize the values of character and noble character so that it manifests in daily behaviour.

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