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**STRENGTHENING THE TOLERANCE ATTITUDE AS A BASIS OF  
SOCIAL STUDIES EDUCATION AND PREPARING THE COMPETENCIES OF  
21<sup>st</sup> CENTURY STUDENTS**

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**Abstract :** The pace of the development of science and technology, the process of globalization led to changes in the value system and the pattern of community life. This indirectly demands the readiness of the community to adapt and participate in the dynamics of such a fast life. In the 21st century, students are not sufficiently equipped with the ability to read, write and count, but also require the competence of the global community, namely communication, creative, critical thinking, and collaboration. This study aims to reveal and know in depth about the reality of student tolerance attitudes, the process of fostering tolerance, supporting factors and inhibitors of the coaching process. This study uses a qualitative approach with survey techniques. This research was conducted in three State High Schools in Parigi Moutong District, Central Sulawesi. The most important learning outcomes are the strengths and high learning abilities. The teacher has the ability to educate and develop themselves further. The learning model that is needed is that is able to ensure students have the skills to learn and innovate, the skills to use technology and information media, and can work and survive by mastering a number of skills for life. Learning that emphasizes and strengthens tolerance is an option to prepare students to become citizens of the global community, a knowledge society full of challenges and opportunities.

**Keywords :** tolerance, social studies education, student competency

## **I. INTRODUCTION**

Education is a systemic effort so that the direction of human quality is better. The Indonesian government has placed education as a development priority. It is realized that the results of relatively long-term educational development can be enjoyed. Education that emphasizes aspects of the value of tolerance has been included in the National Education System Law Number 20 of 2003 concerning the National Education System. Article 3 states that education is based on respect for human dignity, conscience and conviction, as well as the sincerity of others regardless of religion, ethnicity, class, ideology, or views. In this perspective,



it is time for education development to lead to the reality of ethnic, cultural, religious diversity in society and thoughts on the development of universal human life.

In the implementation of national education, there are components of schools, educators, students and employees. This component must prioritize tolerance and respect every difference. At school there are various differences. The existence of students, teachers, from various tribes, religions, customs, cultures, and make schools as heterogeneous communities. Understanding and research on tolerance in schools is still lacking. Organizing education in schools can be successful if every student and teacher is formed an attitude of tolerance, not hostile, and not conflict because of differences in culture, ethnicity, language, and so forth. Schools as educational institutions have a major role in fostering a democratic culture and growing tolerance among students. This research is important because tolerance education is not just about knowing among students but must be practiced and developed to become part of the school culture, so that students can live side by side, respect each other, respect each other who have a religious and cultural background different. This is a challenge for social studies education in schools, especially in the context of preparing students who are adaptive and competent in the 21st century.

## II. METHOD AND RESEARCH DESIGN

This study applies a qualitative method approach. A qualitative approach is applied to collect actual and detailed information, certain facts or characteristics about tolerance for high school students. Data collection techniques are carried out through literature study, online data search, and documentation, observation, in-depth interviews. In addition, the questionnaire was used to determine the assessment of tolerance attitudes from students of state high schools in Parigi Moutong Regency. (Miles and Huberman, 2007; Sugiyono, 2010).

## III. RESULTS AND DISCUSSIONS

Tolerance is appreciating differences and the ability to live and let others live with their lives. (Bahari, 2010). Tolerance is the ability to provide an objective and fair attitude to different opinions, behaviors, races and religions. Not just ignoring differences, tolerance is more directing humans to show respect for the differences of each human being. (Tillman, 2004; Jati, 2014). Tolerance is one of the main keys in maintaining peace and away from conflict in community life. (Hermawati, 2016). Therefore, the educational environment must display a democratic culture in the management of education.

From the research conducted in three state high schools in Parigi Moutong District, information was obtained regarding three things, namely; (1) the role of the school in educating students into open and tolerant individuals. (2) The role of schools in participating in developing values and attitudes of tolerance. (3) The views of high school students in tolerance towards people of different religions or tribes. This is a strong basis for strengthening social studies education. One of the challenges faced in social studies learning in the 21st century is to strengthen the philosophical foundation of the social science curriculum development. Social studies learning that is able to adapt to the development of the Indonesian social culture system and society, as well as the development of the world community in a global perspective, including the development of science and technology (Al Muchtar, 2018). In the future, Social Studies Learning must be able to help students understand experiences and find meaning in their lives. In addition, IPS must be able to prepare students to participate effectively in their social life and solve the problems they face according to their capacity.



In this context, the attitude of tolerance becomes a strong foundation to prepare students to face the challenges of social life in the 21st century. Of the 3 state high schools that were the sample of this study, namely SMA Negeri 1 Parigi, SMA Negeri Torue and SMA Negeri 1 Ampibabo. SMA Negeri 1 Parigi currently has 935 students, 55 teachers and 27 study groups. Torue 1 Public High School has 1007 students, 63 teachers and 29 study groups. SMA Negeri 1 Ampibabo has 907 students, 38 teachers and 25 study groups. In this study, a sample of 175 students was selected.

Table 1. Number of Research Samples

	Man	Woman	total
Students of SMA 1 Parigi	19	35	54
Students of SMAN 1 Torue	28	40	68
Students of SMAN 1 Ampibabo	18	35	53
	65	110	175

Source: primary data, 2018

Teachers and students in these three schools are very diverse from aspects of adherents of religion and characteristics of regional and ethnic origin. In these three schools there are teachers and students who are Muslim, Protestant, Catholic and Hindu. The socio-cultural and geographical conditions in Parigi Moutong Regency are diverse and broad, characterized by the diversity of ethnic groups, religions, languages, customs, and values of local wisdom of each population. Tribal and religious diversity in the three sample secondary schools is real. Diversity is an Indonesian reality that cannot be rejected. (Fadillah, 2017). The *Bhineka Tunggal Ika* Motto clearly states that Indonesia's diversity cannot be homogenized. Indonesia is one in diversity. The motto of Unity in Diversity has led Indonesia as an example of a country that is able to maintain the reality of its diversity and benefit from this diversity. (Suparlan, 2000). On the one hand, this plurality is the social capital of nation-building, and on the other hand is the latent potential of social conflict. (Arifin, 2016).

Tolerance develops primarily in the aspect of respecting and respecting the activities carried out by the surrounding community, especially the life between citizens. The meaning of tolerance in the context of this research is related to harmony in social life in differences in ethnicity, religion and race. The aspects of the attitude and character of tolerance studied in this study include (1) aspects of peace, (2) aspects of respect for differences and individuals, and (3) aspects of awareness. These three aspects are developed into 11 indicators of tolerance. Tolerance does not demand that someone eliminate his personal identity as an individual who



has faith and religion. These identities and beliefs are still supported and used as principles, even though there is no need to inform others.

Table 2. Ethnicity of Respondents

	SMAN 1 Torue	SMAN 1 Ampibabo	SMAN 1 Parigi	Total
Bali	47	5	2	54
Jawa	8	2	2	12
Mori	1	0	1	2
Ambon	1	0	0	1
Bada	1	1	0	2
Bugis	3	15	13	31
Padang	1	0	0	1
Kaili	2	25	15	42
Kupang	1	1	0	2
Sanger	1	0	2	3
Pamona	1	0	0	1
Sunda	0	2	1	3
Toraja	0	1	0	1
Manado	0	0	8	8
Gorontalo	0	0	9	9
Makasar	0	0	1	1
Palembang	0	0	1	1
Ampana	0	0	1	1
	67	52	56	175

Source: primary data, 2018

Based on the tolerance indicator, the results and data obtained that the receptive tolerance attitude of students is very good (84.93%) with an index of 3.40. Furthermore, it was followed by respecting the kindness of others (82.07%) with an index of tolerance of 3.28, and a comfortable attitude with others (80.05%) with an index of 3.20.

Table 3: Aspects of Tolerance Character

No	Tolerance aspect	Tolerance indicator
1	Peace	a. Care b. Fearlessness c. Love
2	Appreciate Differences and Individuals	a. Respect each other b. Appreciate the differences of others c. Appreciate yourself
3	Awareness	a. Appreciate the kindness of others b. Open c. Receptive d. Comfort in life



e. Comfort with others

Source: Supriyanto, and Wahyudi, (2017)

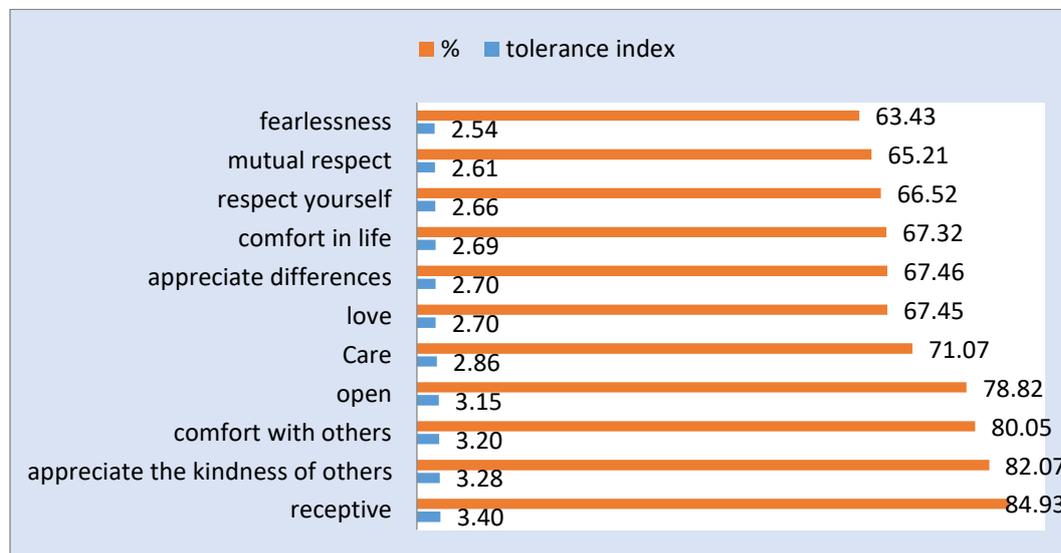


Figure 1: Tolerant Attitudes of Students in 3 State High Schools in Parigi Moutong Regency

Based on field data, it can be argued that tolerance becomes a strong foundation for shaping student competencies in the 21st century and is important to be a concern in the development of social studies curriculum. Conceptually, there are at least seven life skills needed in the 21st Century, namely; (1) the ability to think critically and solve problems, (2) collaboration and leadership, (3) agility and adaptability, (4) initiative and entrepreneurial spirit, (5) able to communicate effectively both orally and in writing, (6) able to access and analyze information, and (7) have curiosity and imagination. (Wagner, 2010). In the 21st Century requires social studies education to prepare students who are able to face global economic competition. The partnership for 21st Century Skills emphasizes that 21st century learning must teach 4 competencies, namely communication, collaboration, critical thinking, and creativity.

Tolerance, from the perspective of individual attitudes, means humility and generosity, friendliness, manners, and politeness to respect others. The attitude of a tolerant person will always do mature thinking and observant personal judgment in every decision. (Sinuraya, 2016; Simarmata, 2017; Santosa, 2017). The formation of a tolerant attitude requires a greatness of soul to be able to embrace all the differences that occur in a pluralistic society. Tolerance is very important to be used as educational content that students must learn in Social Studies Education in the 21st Century. In addition, tolerance education is very important for the growth of children's personality as social beings, especially in Indonesia with a plural population.

Basically, humans are created with a variety of differences. Location of life, adopted religion, education, social conditions will shape the character and values of a person. Different values of life values are very susceptible to causing a misunderstanding in communication without tolerance for differences. Only with mutual trust can the community build peace. (Santiko, 2013; Rahman, 2016).



Mutual trust must be built with character education that supports understanding, tolerance, mutual respect and communication. This seedling of peace and religious tolerance must be planted early in the students, so that a peaceful love generation is formed. Human resources with a high sense of tolerance are formed by education and the formation of good character. The characters that must be instilled in future generations include living in peace and caring, awareness to reject all forms of violence and human rights violations, the ability to share and respect, openness and communication, and tolerance of differences in ethnicity, culture and religion. (Tilaar, 2004; Supriyanto, 2017; Indardjo, 2016; Hutabarat, 2017).

The most important learning outcomes are the strengths and high learning abilities. The teacher has the ability to educate and develop themselves further. The learning model that is needed is that is able to ensure students have the skills to learn and innovate, the skills to use technology and information media, and can work and survive by mastering a number of skills for life. Learning that emphasizes and strengthens tolerance is an option to prepare students to become citizens of the global community, a knowledge society full of challenges and opportunities.

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