



## LEARNING TOLERANCE VALUES AS THE IMPLEMENTATION OF STRENGTHENING CHARACTER EDUCATION AND SOCIAL SCIENCE EDUCATION IN THE 21ST CENTURY

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**Abstract :** In the future, learning must be interpreted as social and cultural activities students construct meaning that is influenced by the interaction between prior knowledge and events that occur. Learning should focus not on how individuals try to understand a phenomenon, but also on the social role of students in learning. Facts at State High Schools in Parigi Moutong Regency, the Teachers have difficulty in developing the value and attitude dimension in learning. The team of lecturers together with the teacher conducts training to develop the skills to collaborate to teach tolerance to students. Collaboration skills require students to demonstrate their abilities in group work and leadership, adapt to various roles and responsibilities, work productively with others, place empathy in place, respect different perspectives. Students carry out personal responsibility and flexibility personally, at places of learning and public relations, establish and achieve high standards and goals for themselves and others. Teacher competency is closely related to the demands of teachers as educators who are able to have the skills to implement learning and 21st century skills. The important ability of teachers is to be able to facilitate, inspire and foster student creativity according to the character of skills needed. The teacher is a model for how to learn and work by collaborating with students, peers and the community, in an effort to utilize technology and knowledge systems into new situations that encourage success and innovation, including the use of technology.

**Keywords :** value tolerance, character education, social studies education

### I. INTRODUCTION

Character Education Strengthening Program (PPK) is currently a priority program of the Ministry of Education and Culture of the Republic of Indonesia to be implemented in every school. This program is an effort carried out in educating students to have the desired character, namely characters that are in accordance with the moral values of the nation and state, ethics and culture. There are 18 main character values developed in schools in Indonesia, namely; Religious, Honest, Tolerance, Discipline, Hard Work, Creative, Independent, Democratic, Curiosity, Spirit of nationality, Love of the homeland, Appreciation of achievements, Friendly/communicative, Love of peace, Love of reading, Care for the environment, Social Care, and Responsibility .



Religiosity is a character that is shown by carrying out religious worship, tolerant of friends or others and always maintain harmony among religious communities. Honest character is a very important character besides religious. The character of tolerance is related to interfaith life, and is tolerant in terms of ethnicity, ethnicity, opinion, to the actions taken by others.

In this context, activities to strengthen character education (PPK) are felt to be important to continue to be developed in schools and require strengthening and support from various parties. Based on information from several teachers and principals in Parigi 1 Middle School, and Torue 1 State Middle School, information was obtained that they wanted to develop learning as a program to strengthen character education. Until now the teachers do not know the steps and strategies that are good to be applied in learning. The teachers have problems understanding the learning approach in the affective aspect. For example learning religious attitudes, discipline, and tolerance.

SMA Negeri 1 Parigi, and SMA Negeri 1 Torue are two public secondary schools in Parigi Moutong Regency. These two schools have quite a lot of students with many study groups. SMA Negeri 1 Parigi currently has 935 students, with 55 teachers and 27 study groups. Torue 1 Public High School has 1007 students, 63 teachers, 29 classes of study groups. (BPS Parigi Moutong District, 2017).

In this connection, the team from the Social Sciences Department held training for teachers from the two secondary schools in teaching values / attitudes of tolerance as a strengthening learning of character education (PPK). This is important because the teachers in the two schools still do not have the ability to teach attitudes and values of tolerance as part of the value that actually develops in schools. Teachers and students in these two secondary schools are very diverse adherents of religion and characteristics of regional and ethnic origin. There are Teachers and Students who are Muslims, Protestant Christians, Catholics and Hindus. Some come from Kaili, Java, Gorontalo, Sangir, Bali, Madura, Bugis, and Makassar.

## II. RESEARCH DESIGN AND METHOD

Technically, teacher training activities in learning values and attitudes of tolerance, were organized and implemented in SMA Negeri 1 Parigi, and in SMA Negeri 1 Torue, Parigi Moutong District. In each school, training was held with instructors from the Lecturers of FKIP at Tadulako University in Palu. The form of the workshop was chosen at this activity and focus group discussion. The focus of the material discussed in the training is about material, learning approaches, choice of methods and learning media to teach the values of tolerance. (Sugiyono, 2010; Moleong, 2002).

## III. DISCUSSIONS

### 3.1 RESULTS OF ACTIVITIES

Teachers in the present and future eras must always try to manage the learning environment so that students are always passionate. From the training and discussions conducted, the participant teachers increasingly have experience and hope to be able to implement learning programs in uncovering and assessing students' tolerance attitudes. Social studies education in schools aims to direct, guide and help students to become Indonesian citizens and democratic citizens of the world. This is a tough challenge because the global community always changes every time. For this reason, social



knowledge is designed to build and reflect students' abilities in community life that is constantly changing and developing continuously.

Learning social knowledge, including learning the value of tolerance in secondary schools not only requires students to understand what is learned, but also must be able to provide real social examples in the community related to the material presented. This is useful for students in the community and the process towards self-maturity the more mature they think and act. Not just ignoring differences, tolerance is more directing humans to show respect for the differences of each human being. (Tillman, 2004; Jati, 2014).

In detail the material of the Teacher training program that is carried out can be categorized into 3 sessions, namely; (1) the development session of the teacher's innovative learning method, (2) understanding session of tolerance learning, and (3) strengthening session of character education.

Table 1. Three training sessions conducted

<b>Step</b>	<b>Description</b>
Session 1: Development of Teacher Innovation Learning Methods	<ul style="list-style-type: none"> <li>a. Provided understanding of various methods of teachers in teaching in the current era</li> <li>b. The teacher adjusts the choice of learning methods according to the characteristics of students</li> <li>c. Material choices that have meaning for students' lives</li> <li>d. Learning outcomes can be shown by students in their daily attitudes and behavior</li> </ul>
Session 2: Understanding Learning Tolerance	<ul style="list-style-type: none"> <li>a. Learning Concepts Tolerance can be learned and trained in the teacher</li> <li>b. Everyone has a perception of what the senses are capturing, so the subject matter focuses on guiding to recognize differences comprehensively</li> <li>c. Provide learning steps and strategies related to daily life, both directing emotions and attitudes when dealing with it and how to control yourself when dealing with conflict, including giving in without feeling defeated.</li> </ul>
Session 3: Character Education	<p>Some things related to the implementation of character education:</p> <ul style="list-style-type: none"> <li>a. Putting positive perceptions on the child so that self-confidence grows.</li> <li>b. Developing a collaborative culture by enlivening student organizations.</li> <li>c. Extending positive messages to educated people through learning spatial planning.</li> </ul>



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|  | d. Develop learning that puts more suggestions and hopes. |
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Learning the value of tolerance needs to prioritize the mastery of competencies that are student-centered (Focus on Learners). Learning emphasizes learning experiences that are relevant and contextual from real life. Tolerance learning develops students' rich and strong mentality. Tolerance is respect, acceptance and appreciation of diversity that is rich in our world culture, our forms of expression and procedures as human beings. (Unesco-Apnieve, 2000). This is where the teacher is required to act as a facilitator of student learning and is expected to be able to design learning activities that are able to develop students' competencies as a whole. Student-centered learning strategies and the creation of a pleasant atmosphere are needed to improve student learning outcomes in learning the value of tolerance.



Figure 1: Photo of instructor giving material at SMA Negeri 1 Parigi

The role of the teacher in learning the value of tolerance as an educator, including in terms of; (1) Motivating students to understand learning is the process towards maturity (2) Giving positive hope and suggestions to educated people. (3) Encourage students to move through organizational development (4) Turn on productive works that provide confidence in students, and (5) Encourage inspirational learning by using key figures to be used as inspiration. The Ministry of National Education (2011) states that tolerance is an attitude and behavior that reflects respect for differences in religion, flow of beliefs, ethnicities, customs, language, race, ethnicity, opinions, and other things that are different from themselves consciously and openly, and can live calm in the middle of the difference.

#### IV. DISCUSSIONS AND RECOMMENDATIONS

The training teaches the value of tolerance for secondary school teachers by sharing experiences in the Two Stay Two Stray Cooperative Learning Strategy. developed by Kagan and Kagan (2009).



Conceptually, two stay two stray learning strategies can be used for all subjects and all levels of students' academic abilities. Cooperative learning type two stay two stray is a learning strategy that provides opportunities for groups to share results and information with other groups. (Lie, 2004). Learning is a personal process that involves social processes and builds understanding and shared knowledge.

The steps of cooperative learning type two stay two stray are given as teacher training material to teach tolerance values in secondary schools, as follows: (1) The teacher provides information about the material to be studied, (2) The teacher divides the group students, which consists of 4 (3) The teacher gives questions to students (4) Thinking together, the students say their opinions on the answers to questions and make sure each member of the team knows the answers (5) The teacher asks students to exchange pairs, that is, each group will leave the group and each visited two other groups. Then two people who stayed in the group served to share their work and information with them. (6) Two students who came to discuss with a group of guests. (7) Guests asked themselves to return to their own groups and report their findings from other groups. (8) The group matches their work. (Lie, 2004).

Conceptually, cooperative learning strategies two stay two stray have advantages; (1) trained students to learn independently and determine their own concepts, (2) the growth of creativity in good communication with friends in groups and with other groups, (3) students are taught to be open to friends, (4) students are motivated in learning and trained in being responsible and responsible, (5) students get information at once from two different groups and students can learn in an atmosphere of friendship.

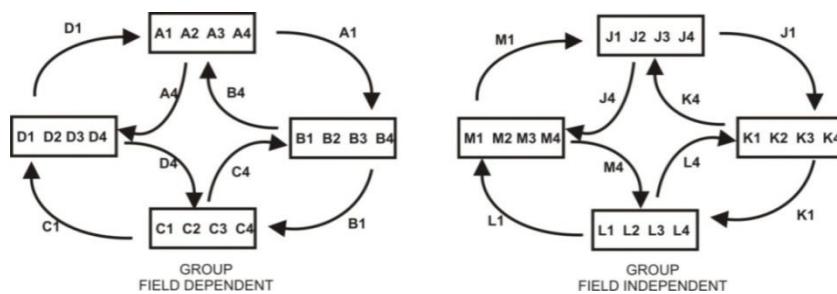


Figure 2. Two Stay Two Stray Learning Cycle (Lie, 2004).





Figure 3: learning training simulation photos with tolerance values with two stay two stray learning strategies

learning strategy type two stay two stray is a learning strategy that aims to improve students' understanding, and train students to develop social skills. Character formation in each student will be much influenced by internal and external factors. External factors in the formation of tolerance characters are influenced by the environment and habituation. In this connection, the school situation which is conducive to the development of good character needs to be continuously developed. A good and conducive school environment is expected to change students' character for the better. Thus, by instilling good habits, it is hoped that it will continue and can be applied in life. The characters that must be instilled in the next generation 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 for differences in ethnicity, culture and religion. (Tilaar, 2004; Indardjo, 2016).

Studying the value of tolerance to high school students will in turn help shape the good character of students and is greatly influenced by the example of the teacher. Teachers must be able to become agents of change in shaping students who have a sense of tolerance towards others. The task is certainly not easy. There are several things that can be used as a reference in starting and innovating in teaching the value of tolerance to students to prepare them in the 21st century, including:

- 1) Change learning orientation by giving more attention to the affective domain.  
By giving more attention to the affective domain, then as a consequence the teacher must plan learning activities in the form of RPP (Learning Implementation Plans) which accommodate several indicators of learning from the affective domain. Indicators must be clearly defined their intent and purpose, as well as how to assess them. The application of affective indicators must be accompanied by socialization to students. Students must be given information that their attitudes and behavior are also assessed. This is expected to motivate students to be better with their teachers and friends.
- 2) The teacher becomes an example of a model in behaving in class.  
The teacher is a figure who must be able to become a role model both in terms of knowledge and personality. The teacher is a model that students will imitate in behaving. Students learn from what they see, they hear, they experience, and they feel. If a child is raised in tolerance, then he will learn to be patient. If the child is raised in criticism then he will learn to blame. These words must be a motivation for teachers to show good examples for students in respecting tolerance for others. The teacher as an example of a model for students must rearrange their speech and behavior before students so that they can provide positive reinforcement for the formation of students' personalities. (Lickona, 1992). If the teacher is able to tolerate well then students will also learn to do the same.
- 3) Familiarize students with respect for differences.  
Something good is born of good habits. This must be a guideline for teachers to shape students' tolerance attitudes. Attitudes and values of tolerance for others do not just appear. The tolerance and value of tolerance are formed through a long process. The



teacher must place students in conditions that present many differences. In such conditions, the teacher can train students to be able to appreciate any differences. As a simple example the teacher gives a problem to be solved in groups. The teacher then complains between groups of one group and another. With these differences of opinion students are trained to keep mutual respect and respect with their peers.

4) Make heterogeneous learning groups.

Humans are social beings who tend to live in groups. However, in living in groups, people tend to choose certain environments that suit their desires. Humans only want to be in groups with others who have similarities such as similarity in ethnicity, language, religion, and so on. This has resulted in fragmented life in society. In this connection, the school should be accustomed to learning in groups with the differences they have.

Some of these points, can be used as a reference for teachers in shaping students' tolerance attitudes. The most important thing is that before you want to change students' attitudes and behaviors, the teacher must reflect first. If the teacher is able to tolerate, it can transmit the attitude of tolerance to students well.

There are several methods and approaches to character education that can be used by teachers, in learning the value of tolerance in schools in the 21st century (NCSS, 1989; Tillman, 2004) and is believed to bring success to student character education, among others; (1) understand the nature of character education; (2) socialize appropriately; (3) create a conducive environment, (4) support with adequate learning facilities and resources; (5) develop student discipline; (6) manifest themselves as teachers who can be followed and imitated, and (7) involve all school residents. This method is supported by applying the school as a vehicle for character development, with the following steps; (1) making schools a vehicle for value actualization; (2) every meeting in school as a moment of value education; (3) enforcement of discipline at school; (4) assistance to the homeroom teacher; (5) religious education for character formation; (6) using an integrated curriculum; and (6) education of will and experience. Specifically with regard to the development of values of tolerance and togetherness, schools are the most appropriate vehicle to train and simultaneously implement these values. This is mainly due to the fact that in the school environment students have a very diverse background, both religion, ethnicity, socio-economic background, parental education background, area including customs and culture. In this condition of diversity, of course there will be many differences in student attitudes and behavior. (Widiyanto, 2017; Trilling, and Fadel, 2009).

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