



IKAMAS: Journal of Islamic Education Management

Vol. 03 No. 02 (2023) pp. 371-378

ISSN: 2964-2388

Available online at <https://ikamas.org/jurnal/index.php/ikamas/index>

<https://doi.org/10.62361/ikamas.v3i2>

Strengthening Tolerance Values in Civics Learning in MI/SD

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ARTICLE INFO

Keywords:

keywords 1; *Learning*

keywords 2;

Tolerance

keywords 3; PKN

tickle history:

Received 2023-09-22

Revised 11-12-2023

Accepted 2023-12-19

ABSTRACT

This study aims to determine the relationship between knowledge and attitudes of tolerance in the subject of Civics education of students at SD Negeri 009 Dumai, Riau. The subjects in this study were 31 students of class IVA, this type of research uses quantitative descriptive with correlation methods. Data collection techniques using interview techniques via WhatsApp/online. In the Framework of Strengthening the Value of Tolerance in Civics Learning in MI/ Religious Elementary Schools Between Students Through Civics Learning. The implementation of character education in Civics learning is a manifestation of the attitudes shown by students during the process of learning Civics at school, at home, and in the community. The author aims to explain the Role of Teachers in implementing reinforcement, instilling the value of tolerance character to students using descriptive methods through reading books and journals which get results that there is an implementation of increasing the value of tolerance character through Civics learning in Elementary Schools for teachers and learning outcomes.

ABSTRAK

Penelitian ini bertujuan untuk mengetahui hubungan antara pengetahuan dan sikap toleransi pada mata pelajaran pendidikan Kewarganegaraan siswa di SD Negeri 009 Dumai, Riau. Subyek pada penelitian ini adalah siswa kelas IVA yang berjumlah 31 siswa, Jenis penelitian ini menggunakan deskriptif kuantitatif dengan metode korelasi. Teknik pengumpulan data dengan menggunakan teknik wawancara melalui waatsapp/online. Dalam Rangka Penguatan nilai toleransi pada pembelajaran PKN di MI/SD Beragama Antar Siswa Melalui Pembelajaran PPKn. Implementasi pendidikan karakter pada pembelajaran Pendidikan Kewarganegaraan merupakan wujud dari sikap yang ditunjukkan oleh siswa selama proses pembelajaran Pendidikan Kewarganegaraan di sekolah, di rumah, maupun dalam lingkungan masyarakat. Penulis bertujuan untuk memaparkan Peran Guru dalam mengimplementasi penguatan, penanaman nilai karakter toleransi kepada siswa dengan menggunakan metode deskriptif melalui membaca buku dan jurnal yang mendapatkan hasil bahwa ada implementasi peningkatan nilai karakter toleransi melalui pembelajaran PKN di Sekolah dasar bagi guru dan hasil pembelajaran.

INTRODUCTION

Which is used in community groups. This does not include the various language variations in each region. If linguistic diversity is a tool to identify ethnicity and culture, that is how many ethnic groups in Indonesia. For Indonesian people, differences in ethnicity, religion, region and social are a gift. But in these differences we often find conflicts that occur in society, schools and social environments.

This time we will discuss the problems that arise in the school environment, especially in elementary schools. We often hear cases of teasing or bringing down each other between tribes, races, and religions that occur in the world of education. This happens because there are differences between each other and then they feel different from those differences. This incident occurred from elementary school to high school. Therefore, we want to examine cases of differences between tribes, races, and religions that can be eliminated from the nature of elementary school to high school students. In addition to the home environment, the school environment which is a place to learn to respect, accept differences of opinion and differences of belief actually becomes a place to bring each other down. For example, teasing friends who have different skin colors, different tribes, even different religions. Things like that often happen in elementary school environments and they make it a toy or joke for their own entertainment.

Instilling an attitude of tolerance in children from an early age is very necessary because at a young age teaching something is easier for them to accept. The things taught in the school environment greatly influence their daily lives. For example in the family environment, community environment and also in their social environment. The tolerance taught to them is the basics of tolerance that is easy for them to do in their daily lives.

Based on the description above, it can be concluded that the weak attitude of tolerance and friendship embedded in students so that researchers conducted research on the formation of attitudes of tolerance and friendship in civic education learning in elementary schools / Islamic elementary schools. The purpose of the study is to describe the formation of attitudes of tolerance and friendship in civic education learning for students of SD Negeri 009 Dumai.

RESEARCH METHODS

After conducting research conducted at Sd Negeri 009 Dumai, researchers found results that informed that in learning civic education, an attitude of tolerance. This type of research is qualitative using a descriptive method aimed at describing the role of teachers in instilling tolerance character values in Pkn subjects. The subject of the research school is Sd Negeri 009 Dumai which has the status of the 2013 curriculum that applies character education in learning. This study uses via WhatsApp/indirect interviews.

In obtaining research data, researchers used two sources, namely primary and secondary data. The primary data source used by the main informant was the class teacher who was in charge of teaching Civics. While the secondary data used included journals and books. Data collection techniques used were observation, interviews. Data analysis techniques used interactive model analysis techniques (interactive model of analysis) from Miles and Huberman, namely data reduction, data display and drawing conclusions (verification) .

RESULTS AND DISCUSSION

Student Citizenship Education Subject Knowledge Results

Civics Education is a subject that aims to develop students into individuals who are able to instill the values of pride and love for the homeland, in accordance with Pancasila, the 1945 Constitution of the Republic of Indonesia, Bhinneka Tunggal Ika and the spirit of commitment to the Unitary State of the Republic of Indonesia. With several learning objectives to form students who are dignified and have character in order to educate the life of the nation, aiming to develop the potential of students to become people who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens. Some of the scopes of civics education according to the 2013 curriculum are

- a. Pancasila is the foundation of the state, a way of life, the national ideology of Indonesia and even an ethic in international relations.
- b. The 1945 Constitution of the Republic of Indonesia, as the basic law which is the constitutional basis for life in society, nation and state.
- c. Bhinneka Tunggal Ika, as a manifestation of commitment to the diversity of life in society, nation and state that is whole and cohesive nationally and harmoniously in relations between nations.
- d. The Unitary State of the Republic of Indonesia, as the final form of the Republic of Indonesia which protects all the people and the land of Indonesia.

The material in Civic Education is an interdisciplinary field of study, meaning that the material is described from several disciplines, including political science, state science, legal science, state administration, law, history, economics, morals, and philosophy. Meanwhile, for learning purposes, the material is organized psychologically and scientifically. (Ramadhaniar et al., 2020)

Civic Education learning in elementary schools plays an important role in shaping the character of students who are highly obligated, can improve with certainty and think scientifically. Citizenship is personal data that proves that there is a relationship between the State and citizens. Civic Education in elementary schools is different from Civic Education at junior high school, high school and college levels. Elementary school Civic Education as written in Permendiknas No. 22

of 2006 is a subject that prioritizes the preparation of citizens who understand and are ready to exercise their rights and obligations to become intelligent, thrifty, skilled, and characterful Indonesian citizens who are secured by Pancasila and the 1945 Constitution of the Republic of Indonesia (Nuryanah et al., 2021) .

Instilling an attitude of tolerance in civics learning at Sd Negeri 009 Dumai, an attitude of tolerance has been applied in the implementation of instilling the character values of tolerance, some examples that have been applied are always prioritizing greetings, not insulting friends of different races/habits, respecting differences of opinion between friends regardless of social status both in learning discussions and in the surrounding environment, being kind to everyone without exception, obeying school rules, and not being allowed to discriminate between ethnicities and religions when making friends. Then the type of attitude of tolerance used in learning Pancasila values, for example by offering real examples of Pancasila principles that can be related to everyday life.

The goal is to shape the child's personality so that they can achieve better, then to avoid division, strengthen human relations and increase nationalism. Tolerance is an attitude or trait of a person to allow freedom to others and provide truth to the differences as a recognition of human rights.

The value of tolerance does not only take place in civics learning activities, but must be applied in everyday life. In addition to the application of tolerance values, the implementation of civics learning in elementary schools is integrated into thematic learning. Active and effective civics learning can be said to be good if the learning is also supported by adequate teaching materials, and also creates an effective learning process, teachers need to use teaching materials such as books, media, and learning methods (Zaenuri & Siti Fatonah, 2022)

Civics teachers are teachers who teach about values, morals, norms and how to be good citizens. And also learn about good values, behaviors that reflect good citizens. Civics teachers also teach the values of Pancasila as contained in the 1st and 3rd principles which emphasize the values of divinity and the values of unity, as we know Indonesia has a lot of diversity such as ethnicity, religion, race, and others. So must have an attitude of tolerance or respect for each other. According to Nuryadi and Tolib, Eliminate the prominence of strength or power, realize justice and civilization that is not weak, and descent and differences in skin color ". For this reason, Civics teachers must be able to eliminate the prominence of a group, race, tribe, and religion to realize justice using an approach in shaping students' personalities, especially in creating an attitude of tolerance between peers of students in accordance with the rules and regulations in force at school.

In terms of language, tolerance comes from Latin, namely *Tolerare*, which means patient, restraining oneself or allowing something to happen. Meanwhile, according to the term, tolerance is an attitude of mutual respect between fellow human beings according to applicable norms. In addition, according to Umar Hasyim, tolerance is interpreted as giving freedom to fellow human beings to

practice their respective beliefs and rules as long as they do not violate and conflict with the requirements of order and peace in society. Tolerance is also defined as a person's ability to be patient and restrain themselves from something that is not agreed upon (Widyanto, 2017) . In interpreting tolerance, there are two interpretations. First, a negative interpretation which states that tolerance is sufficient to require an attitude of allowing and not hurting other people or groups, both different and the same. While the second is positive, namely stating that there must be assistance and support for the existence of other people or other groups.

The attitude of tolerance which contains the values of appreciation, respect for the rights and differences and diversity of others is part of general education, because according to RO Hand and DB Bidna that general education is also concerned with the ability to regulate and harmonize oneself with environmental situations, understand oneself, be calm and reasonable in dealing with real situations, have a reasonable personality. Related to this opinion, there are a number of learning models in developing this attitude of tolerance, both formally, informally and non-formally. Albert Bandura's theory has a very close relationship with the attitude of tolerance in students. The formation of an attitude of tolerance is a process and stage of a person receiving information in their surroundings. The formation of an attitude of tolerance does not just grow in a person. But through certain stages. Humans are gifted with brains to be able to reason, think, assess, and compare things so that they can choose what they think is good. When someone enters a certain social environment, he will receive various kinds of information. Then with his mindset he remembers, filters and sorts out which is good and appropriate for him. So that he is formed as a good human being or vice versa, which in this case leads to an attitude of tolerance in students. (Abdulatif & Dewi, 2021)

As good citizens, we must practice tolerance between religious communities based on the beliefs inherent in the human conscience, therefore religious beliefs are not a compulsion, moreover there should be no coercion from outside. From the explanation, it is known that learning Civics is fun for students, meaning that Civics teachers must be able to teach the subjects they bring in accordance with the objectives of the curriculum, both in delivering material, and establishing a harmonious interaction between teachers and students. To be maintained and also further improved. Schools are one of the educational institutions that play a role in providing guidance to children so that they can have an attitude of tolerance in accordance with the values and norms that apply in society today (Widyanto, 2017) . Teachers are educators who can direct students to be more polite and avoid deviant behavior problems. Moreover, for Civics teachers where this lesson aims to shape someone to become a good citizen who is in accordance with the values and morals that apply in the community, Civics teachers have a special role in fostering student behavior. In addition, Citizenship Education also equips students with various morals, basic knowledge of skills regarding the relationship between Citizens and the State and Preliminary Education for National Defense in order to be able to

become citizens who can be relied on by the nation and state. Civic education functions, namely:

- a. Developing and preserving the morals of Pancasila dynamically and openly means that the values and morals developed are able to answer the various challenges of development that occur in life in society, without losing our identity as an Indonesian nation.
- b. Developing and fostering a whole Indonesian society that is aware of the politics and constitution of the Republic of Indonesia based on Pancasila and the 1945 Constitution, and
- c. Fostering understanding, awareness and towards the relationship between citizens and fellow citizens and preliminary education on national defense in order to know and be able to properly carry out the rights and obligations as citizens. (Auliadi et al., 2021)

Civic Education in general aims to educate Indonesian citizens to be able to build in order to realize a Pancasila society that should be built often referred to as a socialist-religious society. This is in line with the objectives of National Education according to Article 3 of Law No. 20 of 2003 concerning the National Education System which states that "The objectives of National Education are to educate the life of the nation and develop a complete Indonesian person, namely a person who believes and is devoted to God Almighty and has noble character, physical and spiritual health, has knowledge and skills, a solid and independent personality and a sense of responsibility in society".

Article 12 of Law No. 20 of 2003 states that: every student has the right to receive religious education in accordance with the religion they adhere to and taught by educators of the same religion. The implementation of national education must be able to improve, expand, and strengthen efforts to appreciate and practice Pancasila so that it is practiced in everyday life in various levels of society. Therefore, Pancasila education includes education on Guidelines for Appreciating and Practicing Pancasila, Pancasila Moral Education, civic education, education on the history of the nation's struggle and elements that can continue the baton of the nation's struggle and develop the soul, spirit and values of struggle, especially the Pancasila Values of the 1945 Constitution, continued and improved in all paths and levels of education (Ramadhaniar et al., 2020).

In order to grow and develop an attitude of tolerance between religious communities, we as good citizens of the Republic of Indonesia must avoid and stay away from the following: Excessive fanaticism, namely an attitude that does not want to respect adherents of other religions and believers in God Almighty, even hostile to them. We must have faith in the truth of our religion and must not make us narrow in our views, as well as attitudes towards the beliefs of people who adhere to other religions; The attitude of mixing our religious teachings or beliefs with other teachings or beliefs. Religious tolerance does not mean mixing religious teachings.

The purity of religious teachings must be maintained. An indifferent attitude towards the religion and beliefs of others.

Civics teaches us how to create harmony in the school environment. In line with the objectives of civic education, namely to know and understand the contents and meanings contained in the Pancasila and the 1945 Constitution or in other words to become good citizens based on the philosophy of the Indonesian State and also the 1945 Constitution and thus civic education is one of the educational efforts concerning the formation and development of the personality and students, or in other words it is one of the efforts to shape the character of the Indonesian nation and shape the personality of the Indonesian people as a whole in accordance with the values contained in the principles of Pancasila and the 1945 Constitution (Auliadi et al., 2021) .

In order for tolerance to be developed among students, teachers should be able to design learning activities that lead to the development of tolerance. As an illustration and example is when teachers will develop a Group Investigation Model in the learning process of Civics Education. Civics education learning, especially efforts to develop tolerance attitudes in students in general, is actually not much different from learning activities in general, but in learning the value of the elements of the use of the senses and elements of activity are very important.

It must be underlined that the goal of cognitive and moral education is not only to help students learn and understand rationally and direct their increasingly good behavior that is internally carried out consistently and desired by society. Teaching must be positioned as a vehicle to help students think rationally, critically and creatively, be able to make mature considerations, have broad views and ultimately be able to make responsible decisions. Therefore, students must get the opportunity to work more than just listening, and think about information. All of this implies how important the position of teachers is, especially in designing learning activities that lead to more comprehensive student involvement. In the context of teaching the value of tolerance to students, education plays an important role (Widyanto, 2017) . Many studies conducted in various cultural backgrounds show a significant relationship between education and attitudes of tolerance. This is considering the Universal Declaration of Human Rights, article 26 states that education should be directed to encourage mutual understanding, tolerance and friendship between nations regardless of racial and religious differences. The low tolerance for differences that trigger various conflicts and violence indicates that the teaching of values that has been carried out so far is not optimal. Von Thun said that the education system so far has emphasized more on the delivery of knowledge and less on skills and developing students' abilities, so that students lack the ability to appreciate and accept the differences that exist in the environment where they live.

So education and teaching of Civics in schools try to change the way students view themselves, other individuals, the system and structure of the society in which they live. Student tolerance is actualized in the form of an open attitude in facing

differences, in which there is an attitude of mutual respect and appreciation for the existence of each party, giving freedom or independence in terms of expressing opinions, recognizing the rights of each person, and understanding each other between each individual.

CONCLUSION

Civic Education subjects play a very important role in fostering an attitude of tolerance in students, this can be seen from the behavior of students who always respect and appreciate each other between differences in religion, ethnicity, culture and social status. Civic education is an effort to equip students with various basic knowledge and skills regarding the relationship between citizens and the state. The implementation of national education must be able to expand, improve, and establish an Appreciation and Practice of Pancasila.

Because in this case, fostering an attitude of tolerance between students plays a very important role. Civics teachers are expected to be able to improve more in terms of teaching in order to improve the attitude of tolerance between students in accordance with the teaching of Pancasila and citizenship education, namely values and morals. Students must maintain the attitude of tolerance that has been established so far, such as respecting friends towards various differences. And teachers should also be able to instill values of goodness in each student in carrying out education, because with goodness, an atmosphere of harmony and peace will be created both in the classroom, school environment and in the community.

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