

## THE IMPLEMENTATION OF TOLERANCE CHARACTER VALUE IN THE 7<sup>TH</sup> GRADERS OF SMP NEGERI 1 KARTASURA OF KARTASURA SUB DISTRICT OF SUKOHARJO REGENCY

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### ABSTRACT

*This research aimed to find out: firstly the implementation of tolerance character value in the 7th graders of SMP Negeri 1 Kartasura (1st Public Junior High School of Kartasura), Kartasura Sub District, Sukoharjo Regency; and secondly the constraints with the implementation of tolerance character value in the 7th graders of SMP Negeri 1 Kartasura, Kartasura Sub District, Sukoharjo Regency. This study was a qualitative research with descriptive approach. The subject of research consisted of teachers and 7th graders of SMP Negeri 1 Kartasura, while the object was tolerance character value. The methods of collecting data used were observation, interview, and documentation. Data validation was carried out using data and method triangulations. Technique of analyzing data used was an interactive model of qualitative analysis encompassing three stages: data reduction, data display, and data verification. The result of research conducted through field observation showed that students' attitude, behavior, and deed reflected poorly the character values, as indicated with: students tending to associate with friends having shared religion and ethnic, students tending to help others discriminatively, students visiting the sick friends discriminatively, and students cleaning worship place discriminatively. From the result of interview conducted with teachers and the 7th graders, it could be seen that students understood the meaning of tolerance poorly, school imposed sanction inadequately to the students conducting intolerance, and teacher gave role modeling inadequately in the term of attitude, behavior, and deed reflecting tolerance. The conclusion was the implementation of tolerance character value in the 7th graders of SMP Negeri 1 Kartasura, Kartasura Sub District, Sukoharjo Regency.*

Keywords: Tolerance Character Value

### INTRODUCTION

Tolerance attitude is needed in school life, as one of life attitude to create a safe, comfortable, peaceful, and peaceful life. The attempt of creating tolerance builds on student diversity in the term of ethnics, races, religions, and culture. Tolerance is the reflection of multicultural life pattern in school.

One attempt taken to create the tolerance attitude is through a learning educating tolerance values, implemented in formal education institution using learning approach and strategy designed in such a way that the learning can run effectively.

Many problems will arise when tolerance attitude is ignored and even is not applied in school life. Intolerance attitude such as *scapegoating*, *bullying*, *stereotyping*, etc may occur. These intolerance attitudes will result in violence leading to unrest, discomfort, and conflict in students' life in school.

The result of field observation on the 7<sup>th</sup> graders of SMP Negeri II Kartasura shows that: many students do not say greeting when entering into classroom, many students see the teachers without greeting them, many students do not focus on adzan voice of sholat dzuhur instead they are preoccupied with play their own cellular phone, students do not say *innalillahi wainna illaihi rojiun* hearing a death, students do not pray for their sick friends, and students choose the ones with shared religion as their friends.

Those findings indicated that tolerance character values are worrying in the students of SMP Negeri 1 Kartasura. As a result, violence often occurs between fellow friends, conflict between students also often occurs in relation to different religion, the circumstance becomes not conducive, uncomfortable, unsafe, and not peaceful.

This research focused on the implementation of tolerance character values in the 7<sup>th</sup> graders of SMP Negeri 1 Kartasura, Kartasura Sub District, Sukoharjo Regency in the school year of 2018-2019 and the constraints with the implementation of tolerance character values in the 7<sup>th</sup> graders of SMP Negeri 1 Kartasura, Kartasura Sub District, Sukoharjo Regency.

The problems of research are formulated as follows: firstly, how is the implementation of tolerance character values in the 7<sup>th</sup> graders of SMP Negeri 1 Kartasura, Kartasura Sub District, Sukoharjo Regency in the school year of 2018-2019? And secondly, what are constraints encountered in the implementation of tolerance character values in the 7<sup>th</sup> graders of SMP Negeri 1 Kartasura, Kartasura Sub District, Sukoharjo Regency in the school year of 2018-2019?

## THEORETICAL STUDY

Tolerance character value is human attitude or behavior not deviating from the rule, particularly religion rule, in which an individual appreciates or respects any others' action. Tolerance attitude is very necessary to develop because human being is a social creature and will create life concord. In this case, Wakiyo (2017: 45) explained that tolerance character value is indeed difficult to build suddenly as it should pass through a continuous and sustainable process. Similarly, Muhadi (2019: 78) confirmed Wakiyo's opinion that the responsibility for inculcating tolerance character value is contained in 3 pillars of education: informal, formal and non-formal educations. Furthermore, Felix (2019: 67) said that religious leaders including ustadh ustadah, priest, pastor, and all religious leaders play important role in growing tolerance character value in their communities through their religious proselytizing.

Tolerance character value is attitude and action appreciating the difference of religion, ethnic, opinion, attitude, and action between one and another. For example, see the tolerance character in a novel:

"Let me accompany you to walk around the masjid (mosque). Do you bring a veil? I nodded. *I take out the veil I borrowed from Fatma during watching Turkey completion last day.* "Actually, it does not matter if you do not wear the veil, but you should wear it. It will highly match your respected dress," Imam Hashim said awkwardly. He apparently is not accustomed with accompanying an unveiled woman (Rais and Rangga, 2013: 115).

The citation of novel above represents that Hanum has tolerance attitude when she will walk around the mosque accompanied with the mosque's guard. With the veil he brought and then wore at that time, she became much more respected with her dress, seeing a condition that she was in mosque environment taking her to follow the circumstance there. The citation of novel above gives example to the students that we should have tolerance anywhere we are.

When tolerance values are educated to students through the learning in formal education institutions, students are expected to understand, to internalize, and to apply tolerance life attitude and instrumental values all at once in their social life. Starting from the students in formal education institution, the attempt of bequeathing tolerance values can equip the students positively in undertaking their social life within community in the present and in the future. Finally, Wanto in his study contained in journal of education of Univet Bantara Sukoharjo Volume 28 Number 3 (2018: 88) concluded that somehow tolerance character value plays an important role in school to create a safe, comfortable, tranquil and peaceful school condition. Therefore, as suggested by Yuliani (2016: 54), the role modeling of all school elements is very important to grow tolerance character value.

Tolerance character value should be maintained well because it becomes the responsibility of all elements in school. Bambang Suteng (2016: 27) said that some attempts can be taken to maintain tolerance: creating comfort, identifying intolerance when the students are opened to you, declining the intolerance attitude the students perform, supporting your students when they become the victim of intolerance, helping the development of a healthy experience and group identity, displaying some goods containing different cultures in your home, giving the students the opportunity of interacting with people different from them, encouraging the students to come to the sources existing in surrounding environment, being honest to differences, and giving example to others.

Tolerance attitude should be brought into reality rather than to be recited only. Tolerance attitude is not only taught but also educated. The attempt of educating tolerance attitude should be manifested into students' attitude, behavior, and deed in all existing environments. Ahmad Abrar Rangkuti (2015: 66) said that an attempt to be taken is to educate the tolerance values in formal education using learning approach and strategy designed in such a way that makes the learning running effectively.

Many problems will arise when tolerance attitude is not applied to the life. Intolerance attitude may include *scapegoating*, blaming a certain group for traumatic incidents or anything related to social problems; *bullying*, using superior physical capacity to insult others or "depriving" others' right or status; *stereotyping*, describing the characteristics of a group with the same usually negative characteristics. Those intolerance attitudes will result in violence that in turn will lead to unrest in life. For example, in a group of community, the old group considers that the young one cannot do anything as well as it has ever done.

In Arabic, tolerance is called *tasamuh*. Tolerance in this case is defined as an attitude of accepting others and appreciating difference. In simple meaning of some word meaning contents, the meaning of tolerance in Arabic is integrated into such words as: love, peace, friendship, cooperation, responsibility, sincerity, and success. In other words, the manifestation of tolerance can be seen from those attitudes. In English tolerance can be defined as an attitude of accepting others, accepting difference of whether culture, religion, tradition, language, or habit, and etc. tolerance can also be defined as an acknowledgment of others' rights to live and to be.

UNESCO defines tolerance as follows: "Tolerance is not an end but a means; it is the minimal essential quality of social relations that eschew violence and coercion. Without tolerance, peace is not possible. With tolerance, a panoply of positive human and social possibilities can be pursued, including the evolution of a culture of peace." The parameter to be used to measure the implementation of tolerance in life is the tenets contained in holy book, culture, and politics.

## METHOD

This study was a qualitative research. A qualitative research, according to Moleong, is a scientific research aiming to understand a phenomenon in social contact naturally by prioritizing in-depth communication interaction process between the author and the phenomenon studied. Bogdan and Taylor (1975) explained that qualitative research is a procedure yielding descriptive data in the form of say or writing and attitude of people observed. Creswell stated that qualitative research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem. The researcher builds a complex, holistic picture, analyzes word, report detailed views of information, and conducts the study in a natural setting. The characteristics of qualitative research, according to Rochmat Wahab (2017:23), include: using natural environment as the data source, having descriptive analytic nature, emphasizing on the process rather than product, is inductive in nature, prioritizing meaning, is descriptive in nature, having holistic perspective, qualitative data, personal contact and insight, dynamic system, unique case orientation, sensitivity to context, emphatic neutrality, and design flexibility. The approach used in this research was a descriptive research.

The subject of research consisted of teachers and 7<sup>th</sup> graders of SMP Negeri 1 Kartasura, while the object was tolerance character value. The methods of collecting data used were observation, interview, and documentation. Data validation was carried out using data and method triangulations. Technique of analyzing data used was an interactive model of qualitative analysis encompassing three stages: data reduction, data display, and data verification.

## RESULT AND DISCUSSION

### 1. Result

Considering the result of field observation conducted on January 12-13, 2019, it can be seen that: students enter into the class without greeting, students meet the teachers without greeting, students prefer to associate or to discuss with the friends with shared religion and ethnic, they do not visit the sick friends with different religion and ethnic, they lend stationeries and book to their friends with shared religion and ethnic only, they let their friends not doing sholat because of different religion and ethnic, teachers also choose friend based on religion and ethnic, teachers also care inadequately about their friends with different religion and ethnic.

The result of interview with 12 teachers conducted on January 25, 2019 showed that: teachers understand poorly the substance of tolerance character value, teachers have poor ability of applying tolerance character value in school environment, teachers find difficulty to clarify the tolerance character value, there is the lack of role modeling concerning the application of tolerance character value in school, the application of tolerance character value has been habituated inadequately in school, and there is no sanction imposed to the teachers performing attitude and behavior not reflecting tolerance character value. Then, the constraints with the implementation of tolerance character value in the 7<sup>th</sup> graders of SMP Negeri 1 Kartasura in the school year of 2018-2019 include: inadequate socialization about school order, headmaster's less firm attitude, teachers' inadequate role modeling, and teachers' meaning of tolerance character value.

The result of interview with 23 7<sup>th</sup> graders on January 28, 2019 showed that: students feel comfortable when associating with friends with shared religion and ethnics, teachers treat students discriminatively, and parents tell the students to associate with friends with shared religion and ethnics only.

The constraints with the implementation of tolerance character value in the 7<sup>th</sup> graders of SMP Negeri 1 Kartasura in the school year of 2018-2019 include: school's less firm action against the students performing attitude and behavior reflecting the tolerance character value inadequately, teachers' inadequate role modeling, and students' poor understanding on tolerance character value.

### 2. Discussion

Diversity and pluralism is a well-established certainty in a nation. It is a God's gift that should be maintained for the harmony and concord of a nation or state. Diversity and pluralism result in conflict and nation's disintegration. Indonesia has diversity and pluralism consisting of a variety of ethnics, religions, races, cultures, languages, and classes and requiring the experience and practice that can build harmony and concord in life. Diversity and pluralism are expected to solidify the nation through establishing unity despite diversity.

To prevent diversity and pluralism from being the conflict threat or the threat against the nation's unity, they should be introduced and practiced in the school experience. Tolerance and diversity values should be introduced from primary, secondary, to high education levels. Primary education as the lowest level of education can inculcate tolerance value and diversity early by providing good practice early.

The problems occurring in discrimination case and the low appreciation to the fellows sometimes occur in education organization. It is in line with Rahman (2012: 138-141) stating that some teachers teach resentment to their students, as indicated with the case of teachers prohibiting their students from having friends with the students not studying in school and with students with different religion.

Tolerance is interpreted into religious life, particularly to find out the difference of credo or religion resulting in the need for tolerance. Tolerance can be defined as appreciating difference and not putting a party into a corner. Tolerance, according to Tilman (2004: 95), is appreciating each other for the sake of peace. Tolerance is a method to achieve peace (reconciliation). Tolerance is called an essential factor to peace.

Tolerance character value is an attitude and action of appreciating others' different religion, ethnic, race, opinion, attitude, and action. Tolerance culture is important to build as it is a derivation value of "care" character, constituting the result of affective and creativity development, the attitude that can indicate an individual's existence, build shared understanding and mutual understanding as a part of social creature. Meanwhile, Affective and Creativity development pertains to willingness, motivation, and creativity reflected on care, image, and novelty invention (Samani & Hariyanto, 2012:24).

Diversity becomes a natural unassailable process in school life. Diversity value is a rule upheld by individuals as the members of community willing to accept diverse condition (Mumpuniarti, 2012: 249). Diversity can impact on dispute or conflict if it is dealt with well. The difference among individuals or group sometimes makes those within community encountering different perspective leading to disunity.

Tolerance and diversity value can be developed in education through learning process held by teachers and students. The compatibility of learning material to the strategy supporting tolerance and diversity values can be used to give the students an understanding.

In education world, particularly in school, educators and students should learn how to interact with and to understand others with different ethnic, religion, and culture well and correctly. It should teach not only awareness and sensitivity to others' cultures and ideas, but also bravery to change the paradigm to see the world as an inclusive setting in which everyone can get mutual benefit in difference. Eventually, all groups can live adjacently safely and peacefully in difference and diversity.

Education is expected to reduce frustration, worry, fear, failure, and hostility in inter-religion and inter-ethnic relations. Starting the changing process from the school is expected to exert broader effect on the community. The changing process can be done to inculcate attitude, habit, and skill to students so that they can be agent of social change.

Learning about tolerance in school can be delivered in various approaches, strategies, methods, techniques, and media available. For example, through the inculcation of value in which values are internalized into students, the students can not only recognize and perform it, but also make anything they recognize and perform their property, uniting into them, and always used or practiced in daily life.

In SMP Negeri 1 Kartasura, some students and teachers have different background. It includes different economic, social backgrounds, and diversity. Students also have different religions including Islam, Christian, and Catholic.

Considering the result of preliminary observation, the author has conducted on October 5, 2018, it can be seen that SMP Negeri 1 Kartasura is the state (public) school established by government. Thus, SMP Negeri 1 Kartasura admits anyone who wants to study there regardless their credo background. In the presence of different credos, the concord between religious communities is expected to be created without conflict between religious communities.

Students of SMP Negeri 1 Kartasura remain to get religion lesson corresponding to their own credo. They can assimilate well without compelling their personal will. Thus, mutually respecting and appreciating relations can be established. Islam students are given freedom to wear veil volitionally rather than due to compulsion and regulation specified by the school.

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The implementation of tolerance character value, considering the result of observation and interview with teachers and the 7<sup>th</sup> graders of SMP Negeri 1 Kartasura in academic year of 2018-2019 is considered as less maximal, thereby impacting on the creation of less conducive school environment and leading to some conflict between students including quarrel between students, less care about friends, and many students breaking the school order.

Teachers' ignorance about students performing attitude and behavior deviating from tolerance character value also creates a less comfortable, less safe, less tranquil, and less peaceful school.

The constraints with the implementation of tolerance character value should be dealt with to prevent the worse impact from occurring on the condition of school environment. Therefore, the school changes the strategy of implementing tolerance character into the strategies of habituating attitude and behavior reflecting on tolerance character value in school life, role modeling from headmaster and teachers performing attitude and behavior reflecting tolerance character value in school life, and appreciating the

students whose attitude and behavior reflect tolerance character value in school life, and giving educative punishment to students whose attitude and behavior do not reflect tolerance character value in school life.

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There are several activities in school to support the inculcation of tolerance between religious communities: religious celebration, flag ceremony, and "BK (*Bersih Kelas* or cleaning the class) activity, and collective pray before National Exam. Meanwhile, the method used in inculcating the value of tolerance between religious community includes: role modeling, habituation, spontaneity, conditioning, routine activity, and integration into Religion subject.

Some attitude and behavior of tolerance character values should be inculcated: recognizing everyone's right, respecting others' credo, Agree in Disagreement, and mutual understanding.

## CONCLUSION

Considering the result of research and discussion, the following conclusions can be drawn.

1. The implementation of tolerance character value in the 7<sup>th</sup> graders of SMP Negeri 1 Kartasura in the school year of 2018-2019 has run less maximally due to many students and teachers' attitude, behavior, and deed reflecting inadequately the tolerance character value. The solution is to implement the tolerance character value in the 7<sup>th</sup> graders of SMP Negeri 1 Kartasura using 4 strategies: habituation, role modeling, appreciation (reward), and punishment.
2. The constraints found with the implementation of tolerance character value in the 7<sup>th</sup> graders of SMP Negeri 1 Kartasura originate from headmaster, teacher, and students.

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