

Teacher's Perception of Tolerance Among Elementary School Students

Muhamad Furqon Alhadiq, Dinn Wahyudin

Universitas Pendidikan Indonesia
muhamad.furqon@student.upi.edu

Abstract

Instilling tolerance is meant to make life in diversity harmonious. For elementary school teachers, it has become a demand to be able to instill tolerance in students but there are still many definitions and differences in indicators that make tolerance standards not yet established. The characteristics of elementary school students still think that holistically poses challenges and their own hues for forming tolerance. This study aims to determine teacher perceptions of tolerance of elementary school students. The research design uses a qualitative approach. Respondents were 12 elementary school teachers from grade 1 to grade 6 spread across 8 cities/regencies. Data collection is done through surveys with open questions to reveal the teacher's perceptions of tolerance and how tolerance is instilled in students. The results show that there are various definitions of tolerance in teacher perceptions, but all of these meanings lead to positive meanings. Teachers perceive tolerance in a variety of understandings that are different from the limits of each students' diversity regarding the definition of making judgments about forms of tolerance which at some points become various as well. This paper also explores the teacher's perceptions of factors that influence the formation of tolerance in elementary school students.

Keywords: tolerance, teacher's perception, elementary school

1. INTRODUCTION

Diversity is not only found in people's lives, but will certainly be found in every area of human life, including in Elementary School. Elementary school is an institution that organizes education for each student with a different ethnicity, culture and background. Tolerance has become a major concern for students (Ersanli, 2013) in dealing with differences. In the current Education system, schools are required to facilitate students developing character tolerance values (MONE, 2016). To develop a tolerant attitude towards students, it can be done by strengthening class-based character education, school culture and the society.

Strengthening Class-based character education is a learning process through curriculum content in subjects. In strengthening class-based character education in elementary schools, tolerance is explicitly present as Basic Competence in the second, fourth, fifth and sixth grade of the Pancasila and Citizenship Education (PPKn) subjects and in the sixth grade in the subject of Religious Education. However, tolerance is not only the responsibility of PPKn and Religious Education subjects, but must be integrated in learning, especially in the thematic learning system. In addition to the use of thematic learning models, strengthening teaching evaluation about tolerance is also expected to be developed by teachers.

Strengthening school culture-based education is an activity to habituate values in the school's daily life, and

displays exemplary in the school environment. At the elementary level, exemplary and habituation influence the formation of tolerance because students in the development of concrete operational cognitively see things in an actual way (Suparno, 2006). While strengthening community-based education means that it involves the involvement of the potential of the surrounding environment as a source of learning.

In teaching tolerance at the elementary level, the teacher has at least two important roles. First, the teacher as the executor of strengthening character education in the class that displays the integration of curriculum content and develops strengthening evaluation of teaching tolerance. Second, to be an example and influence in habituating tolerant attitudes. So from that, it was felt necessary to explore the teacher's perception of tolerance so that it would be clearer in evaluating teaching about tolerant attitudes towards students, especially at the elementary school level. The reference in forming tolerant attitudes in students has to observe the affective domain of students, the example shown by the teacher, habituation activities to differences, and practice heterogeneity in the community and group (Kurniawan, 2013, p. 132).

Tolerance is not only present in the school environment in Indonesia, but has become a globally taught project for the diversity of the world community (Sandoval-Hernández, Isac, and Miranda, 2018). The world community has its own concept of tolerance (Maris, 2018; Tarocco, 2019; Zu'abi, 2018). Different concepts about tolerance in the world also affect the meaning of it. Tolerance is understood in a positive

sense as something that shows acceptance and good attitude towards various groups to avoid discrimination and eliminate prejudice and racism or ethnocentrism, can also be understood as a negative meaning as restraining oneself in dealing with something or object that is different from himself or not liked or something threatening (Janmat and Keating 2014; Rapp and Freitag, 2015) Positive meaning is emphasized in this paper, because it is considered more relevant in the context of society and education in Indonesia.

Measurement of tolerance level is usually based on the ability to attitude to accept differences of self with others (Thomae, Birtel, & Witteman, 2016). However, there are certain conditions that a person's attitude is in the category of tolerance. The attitude of acceptance does not include tolerance if a person is under pressure and helpless, meaning that he/she is capable of changing circumstances but he/she accepts the situation (Janmatt, Vicker, & Everett, 2018).

It turns out that the level of tolerance is not directly proportional to the amount of diversity, people with high levels of diversity are considered to have lower tolerance levels (Reese and Zalewski, 2014). However tolerance in community life serves to strengthen multicultural life (Rapp & Freitag, 2015), because tolerance is believed to help develop various inherent potentials (Skalski and Aanstoos, 2019). Thus, tolerance is important for a very multicultural country such as Indonesia which has 1331 ethnic groups (Central Statistics Agency, 2010).

In Indonesia, tolerance is interpreted as attitudes and actions that respect differences in religion, ethnicity, ethnicity, opinions, attitudes, and actions of other people that are different from him (Ministry of National Education, 2010). In the end, education is considered to be the most effective spearhead for instilling tolerance, this is because one of the education's goal is to shape individual personality traits in which there is tolerance included (Fuad, 2017; MONE, 2016; Kurniawan, 2015).

2. METHOD

This research was designed with a qualitative approach. Through this approach, this research will try to make a picture based on data from respondents. Respondents in this study were elementary school teachers who were categorized into 3 parts; low-grade teachers, high-grade teachers, and subject teachers. Distribution of categories of respondents was carried out given the differences in characteristics between high school elementary school students and low-grade elementary school students (Budiman, 2010).

Data collection techniques are carried out through qualitative survey method with open questions. Through this technique, it is expected to obtain information related to the teacher's perception of tolerance in elementary school students. Data analysis in this study was carried out by means of data reduction, drawing conclusions and verification.

3. DISCUSSION

There were 12 respondents spread across Bandung, Banyumas, Bekasi, Bogor, Sukabumi, and Sumedang. Respondents were divided into two categories: low-grade teachers (first-grade, second-grade, third-grade) and high-grade teachers (fourth-grade, fifth-grade, sixth-grade). Data on elementary school teachers who are respondents can be seen in Table 1.

Table 1. Respondent data

Grade	Number of teacher
First-grade teachers	2 persons
Second-grade teachers	2 persons
Third-grade teachers	2 persons
Fourth-grade teachers	2 persons
Fifth-grade teachers	2 persons
Sixth-grade teachers	2 persons
Total	12 persons

3.1 Teacher's Perception about Tolerance

Teachers generally argue that tolerance is an attitude of respecting and respecting the rights and differences of both racial and cultural tribes. Others argue that tolerance is openness to accepting and understanding each other within certain limits, some even argue that tolerance is tolerant, patient, and some also say it is restraint. The opinions of these teachers basically interpret tolerance with positive meanings and in line with applicable norms, this is in accordance with the meaning positively from the definition of tolerance by Horton.

The opinions of elementary school teachers about the meaning of tolerance conflicted with the statement of Schirmer, Widenstedt, and Reich (2012) who believes that tolerance and respect are two different things. For Schirmer, tolerance is restraint and helplessness of other authorities, whereas respect is considered more relevant in multicultural life. The opinions of elementary school teachers are indeed contrary to Schirmer's statement about the definition of tolerance, but both opinions are true depending on where the definition is put, because every society and culture has its own way of building the concept of tolerance (Janmatt et al., 2018)

3.2 Teacher's Perception of Understanding Tolerance of Elementary Students

First-grade teachers assume the same that elementary students in the first grade do not understand the term tolerance but they begin to learn to apply it in the class. This assumption was seen from respondents who stated "If asked literally they might not understand, but I am sure they have done it (I don't know what the name of it) " (Respondent 12). Second and third-grade teachers generally have the same

assumption as first-grade teachers regarding students' understanding of tolerance. But, some teachers think that there are a number of students who have begun to understand the term tolerance. Based on all the opinions of teachers in the low class, at the initial level, elementary school students were considered not yet to understand the concept of tolerance but they began to learn to practice what it is. In line with the opinions of all teachers in the low-grade teachers, Jean-Piaget (in Yahya, 2018) believes that the age of elementary school students has not been able to understand abstract things because it is still in the transition period from the pre-operational stage to the concrete operational stage.

High-grade teachers generally view that students already know the concept of tolerance but are still rarely practiced in their lives, others view that their students do not know what tolerance is. While subject teachers clearly compare that high-grade students better understand tolerance than conceptually lower grade students.

3.3 Teacher's Perception of the Form of Tolerance of Elementary Students

The results of the reduction in addressing data have several forms of tolerance based on the perceptions of the teacher including: 1) wanting to be friends with anyone; 2) sharing with friends; 3) appreciate being worshiped; 4) help friends; 5) not bullying; 6) understand the lack of friends. Making friends with anyone is illustrated by the behavior of students who do not choose friends based on gender, religion, cultural race, or abilities. Sharing with friends is a form of indirect tolerance by the actions of students to lend goods and be willing to be in a group with anyone. Appreciating friends who are worshipping does not mean only to friends across religions but specifically to friends who are carrying out, whether or not the religion is the same. Forms of tolerance to help friends can be seen based on observations of teachers seeing student behavior that is sensitive to the problems of their friends. The next form of tolerance is not bullying others, if students do bullying against friends then they are carrying out intolerant actions that conflict with the meaning of tolerance. Finally, the form of tolerance understanding the lack of observable friends from student behavior does not underestimate friends who have skills below average. The teachers assume that the higher the level of tolerance of students, the more forms of tolerant behavior that arise in students.

3.4 Teacher's Perception of the Forming of Tolerance of Elementary Students

All teacher answers about how the forming of tolerance of elementary students leads to three main categories; knowledge, environment, and habituation. Students' knowledge of tolerance determines the behavior they show. Learning models and approaches in schools can be a vehicle for shaping student tolerance (Ambarwati, 2015; Ramdani, 2018). The use of warriors and learning models is done by integrating tolerance learning into the learning steps in the

classroom. Tolerance can also be taught through learning media relevant to the character of elementary students.

Another factor that determines the forming of tolerance of elementary school students according to teachers is the environment, both the home, school, community environment. In the home environment parenting is a major factor in shaping children's character and morals (Kusdi, 2019; Hasnawati, 2016). In the school environment, the example of the teacher helps students in constructing the forming of students' moral values (Wardhani & Wahono, 2018). The community environment includes relationships with friends and community friends living, even including an online friendship environment. Student life in the community creates interaction between individuals, so that forms of tolerant and intolerant behavior are clearly experienced by students. The experience of student interaction with the environment has a major impact, so teachers tend to agree that exemplary is more effective in shaping tolerance, this is in line with the opinion that exemplary will shape character (Nasirudin, 2018). In addition to exemplary, teachers also assume that habits influence the formation of tolerance. This assumption is in line with the results of Hendriana and Jacobus (2016) and Kartini, Indrawadi, and Fatmariza (2019) research who concluded that habituation activities were very important in instilling tolerance.

4. CONCLUSION

Each respondent expressed the meaning of tolerance in a positive sense that is relevant to the climate of elementary education in the culture of the community. The meaning of tolerance in teacher's perception encompasses "respect" and "respect" so that the definition of tolerance becomes wider. Elementary students are categorized as having an understanding of the certain limits is in accordance with their capacity and development. Forms of tolerance behaviour that appear in elementary school students vary and have different levels of variation based on their grade. The environment, the example of the teacher and parents, and habituation are determinant factors in the formation of tolerance of elementary school students.

This research is limited by the less fitted definition of tolerance at the level of elementary students. Therefore, it is expected that further researchers can develop the results of this study so that definitions and tolerance indicators specifically for elementary school students can be more specific and accepted by the scientific community in order to enrich the study of knowledge and be useful practically for teachers.

5. ACKNOWLEDGMENT

I would like to thank Amiruddin Al-hanif for helpful comments on previous versions of this paper. I would also like to thank the participants of The International Conference on Educational Psychology and Pedagogy 2019 at Universitas Pendidikan Indonesia.

6. REFERENCES

- Ambarwati, A. (2015). *Pantun humor sebagai media pendidikan karakter toleransi bagi siswa sekolah dasar*. Retrieved from <https://www.researchgate.net>
- Badan Pusat Statistik (BPS). (2015). *Mengulik data suku di Indonesia*. Retrieved from <https://www.bps.go.id/news/2015/11/18/127/mengulik-data-suku-di-indonesia.html>
- Budiman, D. (2010) *Karakteristik siswa sekolah dasar*. Retrieved from http://file.upi.edu/Direktori/FPOK/JUR._PEND._OLAHRAGA/197409072001121-DIDIN_BUDIMAN/psikologi_anak_dlm_penjas/Karakteristik_Siswa_Sekolah_Dasar.pdf
- Ersanli, E. (2014). The validity and reliability study of tolerance scale. *Journal of Basic and Applied Scientific Research*, 4(1), 85-89. doi :10.33550/sd.v2i1.61
- Fuad, N. (2017). Penanaman toleransi beragama pada anak melalui pendidikan. *Jurnal Agama dan Masyarakat*, 2(1), 252-280. doi :10.33550/sd.v2i1.61
- Hasnawati. (2016). Pendidikan akhlak dalam pola asuh orang tua. *Jurnal Pendidikan Islam*, 28(3), 439-454. doi :10.22219/jch.v3i1.7729
- Hendriana, E. C., & Jacobus, A. (2016). Implementasi pendidikan karakter di sekolah melalui keteladanan dan pembiasaan. *Jurnal Pendidikan Dasar Indonesia*, 1(2), 25-29. doi :10.26737/jpdi.v1i2.262
- Sandoval-Hernández, A., Isac, M. M., & Miranda, D. (Eds.). (2018). *Teaching tolerance in a globalized world*. Springer, (4).
- Janmat, J. G., & Keating A. (2017). Are today's youth more tolerant? Trends in tolerance among young people in Britain. *Journal Ethnicities Sagepub*, 1-22. doi : 10.1177/1468796817723682
- Janmatt, J. G., Vickers, E., & Everett, H. (2018). *Faith schools, tolerance and diversity*. Cham: Springer International Publishing. doi :10.1007/978-3-319-69566-2
- Kartini, R. O., Indrawadi, J., & Fatmariza, I. (2019). Toleransi dalam keberagaman di sekolah mayoritas Budha. *Journal of Civic Education*, 2(1), 23-29. doi :10.24036/jce.v2i1.100
- Ministry of National Education & Culture. (2016). *Kajian dan pedoman penguatan pendidikan karakter*. Kemendikbud. Retrieved from <https://www.kemdikbud.go.id>
- Ministry of National Education. (2010). *Pengembangan pendidikan budaya dan karakter bangsa*. Kemendiknas. Retrieved from <http://new-indonesia.org>
- Kurniawan, M. I. (2015). Mendidik untuk membentuk karakter siswa sekolah dasar. *Journal Pedagogia*, 4(2), 121-126. doi :10.21070/pedagogia.v4i2.14
- Kurniawan, S. (2013). *Pendidikan karakter konsepsi & implementasi secara terpadu di lingkungan keluarga, sekolah, perguruan tinggi, dan masyarakat*. Yogyakarta: Ar-Rizz Media.
- Kusdi, S. S. (2019). Peranan pola asuh orang tua dalam pembentukan karakter anak. *AL-USWAH: Jurnal Riset dan Kajian Pendidikan Agama Islam*, 1(2), 100-111. doi :10.24014/au.v1i2.6253
- Maris, C. (2018). *Tolerance: Experiment with freedom in the Netherlands*. Cham: Springer International Publishing. doi : <https://doi.org/10.1007/978-3-319-89346-4>
- Ramdani, E. (2018). Model pembelajaran kontekstual berbasis kearifan lokal sebagai penguatan pendidikan karakter. *Jurnal Pendidikan Ilmu-Ilmu Sosial*, 10(1), 1-10. doi :10.24114/jupiis.v10i1.8264
- Rapp, C., & Freitag, M. (2015). Teaching tolerance? associational diversity and tolerance formation. *Political Studies*, 63, 1031-1051. doi : 10.1111/1467-9248.12142
- Reese, L. A., & Zalewski, M. (2015). Substantive and Procedural Tolerance: Are Diverse Communities Really More Tolerant?. *Urban Affairs Review*, 51 (6), 781-818. doi : 10.1177/1078087414556092
- Schirmer, W., Widenstedt, L., & Reich, W. (2012). From tolerance to respect in inter-ethnic contexts. *Journal of Ethnic and Migration Studies*, 37(7), 1049-1065. doi :10.1080/1369183X.2012.681448
- Wardhani, N. W., & Wahono, M. (2017). Keteladanan guru sebagai penguat proses pendidikan karakter. *Untirta Civic Education Journal*, 2(1), 49-60. doi :10.30870/ucej.v2i1.2801
- Yahya, A.D. (2018). Konsep perkembangan kognitif perspektif al-ghazali dan jean piaget. *KONSELI: Jurnal Bimbingan dan Konseling*, 05(2), 97-104. doi :10.24042/kons.v5i2.3501
- Skalski, J. E., & Aanstoos, C. (2019). The phenomenology of change beyond tolerating. *Journal of Humanistic Psychology*, 1-22. doi :10.1177/0022167819830782
- Suparno, P. (2016). *Perkembangan kognitif Jean Piaget*. Yogyakarta: Kanisius.
- Tarocco, F. (2019). Religious tolerance: A view from China. *Journal Philosophy and Social Criticism Sagepub*, 1-8. doi :10.1177/0191453719828775
- Thomae, M., Birtel, M. D., & Wittman, J. (2016). *The interpersonal tolerance scale (IPTS): Scale development and validation*. Retrieved from: <https://www.researchgate.net/publication/305409441>

- Zu'abi, A. A. (2018). Tolerance in Arab societies. *Journal of Asian and African Studies Sageub*, 53(6), 1-18. doi :10.1177/0021909618762512
- Moradi M., Etemad S. Gh., Moheb A. (2010). Synthesis of magnetic polyvinyl alcohol nanoparticles for fast adsorption of Pb (II) Ions from water. Symposium at International Conference Nanotech Fundam. Appl. Ottawa, Canada, Aug. 4–6, 587.