

Problem-Based Learning to Improve the Students' Tolerance of Difference

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Abstract

Character education in schools is an integral part of character strengthening programs. The character of tolerance serves to foster students' multicultural competencies. The phenomenon of cases of intolerance needs to be prevented through the development of character education in schools. Tolerance is generally interpreted as an attitude that is willing to tolerate (respect, allow, allow) the establishment (opinions, views, beliefs, habits, behavior and so on) of other parties that are different or contrary to Tillman's own standpoint of tolerance as mutual respect through understanding peace. Tolerance is towards peace

Keywords: development, character, character tolerance

1. RATIONALE

Today the problems that arise in the context of the life of the nation and state in Indonesia and are very dangerous in building a strong nation, can be identified as follows; (1) Disorientation and the inability of the Pancasila Values as a National Philosophy and Ideology; (2) Limitations of Integrated Policy Tools in Realizing the Values of the Essence of Pancasila; (3) The shifting of Ethical Values in National and State Life; (4) Waning awareness of the values of national culture; (5) Threats of National Disintegration; (6) Weakening the Independence of the Nation. These conditions foster awareness of how urgent the agenda is to make a breakthrough in order to shape and foster character for the nation's generation. The urgency of character education is developed because; one of the most important fields of national development and the foundation of life in the community, nation, and state is the development of national character. There are several fundamental reasons that underlie the importance of national character building, both philosophically, ideologically, normatively, historically and sociocultural.

Philosophically, the building of national character is a basic need in the process of nationhood because only a nation that has a strong character and identity will exist. Ideologically, character building is an effort to embody the Pancasila ideology in the life of the nation and state. Normatively, the development of national character is a concrete manifestation of the steps to achieve the state's goal, namely to protect the entire Indonesian nation and the entire Indonesian bloodshed; advance public welfare; enrich the life of a nation; participate in carrying out world order based on freedom, eternal peace and social justice. Historically, the

building of the nation's character was a core dynamic of the national process which happened relentlessly in the historical period, both in the colonial era and in the era of independence. Sociocultural, the building of national character is a necessity of a multicultural nation.

The building of national character is a great idea that was sparked by the founders of the nation because as a nation consisting of various ethnic groups with a thick regional nuance, the Indonesian nation needs a common view of holistic culture and character as a nation. This is very important because it involves the same understanding, views, and movements to realize the welfare and prosperity of all the people of Indonesia.

2. THEORETICAL REVIEW

2.1 Definition of Development

Development is an attempt to improve technical, theoretical, conceptual, and moral capabilities according to needs through education and training. Development is a process of designing learning logically, and systematically in order to determine everything that will be carried out in the process of learning activities by paying attention to the potential and competence of students. So the development of learning is more realistic, not just an educational idealism that is difficult to apply in life.

Development of learning is an effort to improve the quality of the learning process, both material and method and its subtitles. Materially, it means that from the aspect of teaching material that is adjusted to the development of knowledge, while methodologically and its substance is

related to the development of learning strategies, both theoretically and practically.

Based on the definition of development that has been described what is meant by development is a process to make existing potential become something better and useful while research and development is a process or steps to develop a product or improve existing products into products that can be accountable.

2.2 Understanding Character

Etymologically, the word character (English: character) comes from Greek (Greek), namely *charassein* that means, "to engrave" (Ryan and Bohlin, 1999: 5). The word "to engrave" can be translated carving, painting, engraving, or scratching (Echols and Shadily, 1995: 214). In the Indonesian Dictionary the word "character" is defined by character, psychological traits, morals or character that distinguish a person from others, and character. Characters can also mean letters, numbers, spaces, special symbols that can be displayed on a screen with a keyboard (Ministry of Education Language Center, 2008: 682). People with character mean people who have personality, behavior, character, character, or character.

Terminologically, the meaning of the character was put forward by Thomas Lickona. According to him the character is "a reliable inner tendency to respond to situations in a morally good manner." Next Lickona added, "The characters contained have three interrelated parts: moral knowledge, moral feeling, and moral behavior" (Lickona, 1991: 51). According to Lickona, noble characters are given moral knowledge, then commitment to moral (moral feeling), and finally truly do good (moral behavior). In other words, challenging characters for cognitive, attitudes (attitudes), and motivation (motivation), as well as motivation (behaviors) and skills (skills).

From the above understanding it can be understood that characters are identical to morals, so characters represent universal human values related to human activities, both in relationships related to their God, by involving, with fellow humans, also with their environment, which manifests in the mind, attitudes, feelings, words and behaviors based on religious, legal, karmic, cultural and customary norms. From this character concept comes the concept of character education (character education).

2.3 Understanding Tolerance

According to Tillman (2004, p. 96), tolerance is defined as a fair and objective attitude towards people who have opinions, behavior, ethnicity, religion, nationality, etc., different from what we have; freedom from prejudice. Tolerance is generally interpreted as an attitude that is willing to tolerate (respect, let, allow) the establishment (opinions, views, beliefs, habits, behavior and so on) of other parties that are different or contrary to Saptono's own stand (2011, p. 132). According to Tillman, the character of tolerance is an attitude of mutual respect through understanding with the aim of peace. Tolerance is towards peace.

The points of tolerance were described by Tillman (2004) as follows:

- a. The goal is peace, the method is tolerance
- b. Tolerance means being open and accepting the beauty of difference
- c. Tolerance is reciprocal appreciation through mutual understanding
- d. The seeds of intolerance are fear and ignorance
- e. The seeds of tolerance are love, irrigated by love and attention
- f. Those who know how to respect the good of others and situations are people who are tolerant
- g. Tolerance values individuality and difference while removing the masks of division and overcoming tension due to ignorance
- h. Tolerance is the ability to deal with difficult situations
- i. To tolerate life discomfort is to let go, be relaxed, make others feel relaxed and move on

2.4 Understanding the Model Problem Based Learning

The basic thinking of building learning by applying Problem based learning is due to solving problems. So that people who have a high willingness to solve problems are called people who are responsible. And that responsibility is the value of a character. So that Problem based learning has the main character that is responsibility. The character value of this responsibility becomes a gate to open other character values when applied in learning. In other words, because Problem based learning is still original as it is, which only contains one character value implicitly, it is necessary to develop Problem based learning in a more complex way. Thus the development of Problem based learning will develop other character values.

First, Problem based learning is reviewed and explored to be actualized in learning, so that these character values can be embedded or internalized into students. In this case, Problem based learning is considered as if it already exists or contains a charge of character values in it. Second, Problem based learning can be modified and developed creatively so that it contains more complex character values. That is, Problem based learning can be filled with a charge of character values from outside that are in the interests of educators in learning. In this case, Problem based learning is needed as a neutral learning strategy so that it can be filled with content of character values according to the interests of educators and students.

1) Character Values in Problem based learning

Character values that can be transmitted through problem-based learning strategies or Problem based learning, at least there are several character values from 18 national characters developed by the Ministry of Education and Culture, namely responsibility, hard work, tolerance, democratic, independent, national spirit, love for the country, nationalism, environmental care and social or religious care.

- a. Responsibility, Problem based learning is built with the aim of solving problems, so people who have a high commitment to solving problems are responsible people.

Someone who has high responsibility is someone who has sensitivity to problems, so he has a big soul calling to be able to solve it.

- b. **Hard Work**, solving problems requires hard work. Especially if the problem is complicated, of course, requires extra energy, both emotionally and intellectually to be able to make it happen. Therefore naturally, Problem based learning instills the character value of hard work.
- c. **Tolerance and Democracy**, solving problems with Problem based learning is open, tolerant and democratic, not single, right or best. Even educators are not allowed to determine how to solve it themselves, so students have full autonomy to solve their problems independently.
- d. **Independent**, the problems of each individual student have their own differences and uniqueness, so that different solutions are needed. Even if the problem is the same, students are still possible to solve it in a different way. This means that each student must have an independent attitude in solving the problem, especially intrapersonal problems, such as how to motivate yourself, work on individual tasks and so on.
- e. **Religious and Environmental Concern**, the possibility of students experiencing social religious problems in their school environment, therefore in solving the problem can not be done independently, but must be in groups or collaborate with colleagues, or even involve the principal, student council, teacher counseling or religious teacher.
- f. **Nationalism and Love of the Motherland**, learning themes often display topics about nationality. Therefore educators must present national problems, such as moral decadence, corruption, economic crisis, natural disasters and so on. The settlement efforts can foster an attitude of love for the country, a spirit of nationalism, and foster a spirit of nationalism. Students who have character like this will not be easily tempted by large salaries abroad, but have more soul to build their own nation even with a much smaller salary. The spirit of nationalism, the love of the homeland, and the spirit of nationalism need to be instilled in the souls of students not to go abroad to build other countries.

Procedures for Implementing Problem based learning with Character in Learning:

- a. **Recognizing the Problem of Application of the Problem Based Learning Strategy** must start from building critical awareness of students in the presence of problems that must be solved. At this stage, the teacher can show the existence of a gap or gap between reality and ideal or desired. For example, the teacher presents a problem of corruption committed by Muslim officials who have been hajj, while clearly Islam forbids corruption. At this stage, students must be able to catch a gap or gap between realities that occurs (corruption) with something ideal or supposed that Islamic education prohibits corrupt practices. From the sequence of these problems, awareness will arise that is able to instill values of character such as religion, hard learning, national spirit, nationalism and love of the country.
- b. **Formulating Problems** After the subject matter has been problematically defined, and students have caught a gap or gap in the problem, the educator needs to help students formulate the problem, so that it becomes more focused

and specific questions. In this case, the main priority is that students are able to place the priority of the problem to be solved. With all the knowledge he has, and modify it with new and elaborated knowledge so that it will be easy to formulate a problem. For example, in the above problem the formulation of the problem is "why do Muslim officials who have hajj and know the prohibition of corruption but still carry out these acts?" With this step, students are expected to be embedded in the values of character curiosity, hard work, responsibility, discipline, independence and so on.

- c. **Formulating Hypotheses**, Hypotheses are causal relationships that are temporary in nature and require truth testing, and have fulfilled logical and rational requirements. The academic world, including schools, must take place in the process of rational and scientific thinking. One of these processes is how to present a hypothesis. Based on the above problems, students can present several hypotheses, for example Muslim officials who have hajj never get anti-corruption material, and the teacher does not raise awareness of the prohibition of corruption in the character of students, so they still dare to violate it. The purpose of this step is for students to have values of religious character, curiosity, hard work, discipline, responsibility, honesty and so on.
 - d. **Collecting Data** At this stage students are expected to be able to collect relevant data, then organize and present it systematically, schematically and mapped, so that it is easy to understand. At this stage students are expected to have the character of hard learning, independence, discipline, tolerance, caring for the environment, social care, and responsibility.
 - e. **Testing the Hypothesis** In this step, students are expected to be able to choose the appropriate hypothesis and can be justified rationally and prove it empirically and objectively, and reject other hypotheses. For example, there is a choice that Muslim officials who have hajj are corrupt because they have bad character. And reject other hypotheses. Thus in this step students are expected to be embedded in the values of religious character, honesty, curiosity, creativity, social care, responsibility, democratic, national and religious spirit and love of the homeland.
 - f. **Determining Settlement Options** the final stage of the implementation of the strategy Problem based learning is to choose one solution taken from a hypothesis that has been tested as an option. As the right choice and wise. In this step, teachers are expected to be able to instill character values such as responsibility, discipline, courage, independence, democracy, and respect for achievement, cooperation, environmental and social care, nationalism and so on.
- 2) **Advantages and Weaknesses of the application of Problem based learning with character in learning:**
 - a. **Excellence in the Characteristic PBL Strategy** includes:
 - 1) Problem solving is a pretty good technique to better understand the contents of the lesson,
 - 2) Problem solving can challenge the ability of students, so as to provide flexibility to determine new knowledge for students.
 - 3) Problem solving can increase learning activities of

students. 4) Problem solving can help students transfer their knowledge to understand problems in real life. 5) Problem solving can help participants to develop new knowledge, and be responsible for learning. 6) Students are able to solve problems with an active-pleasant learning atmosphere. 7) Problem solving can develop the ability of students to think critically and develop their abilities to adapt to new knowledge. 8) Problem solving can provide opportunities for students to apply the knowledge they have in the real world. 9) PBM can develop the interest of students to develop the concept of continuous learning, because in practice the problem will never be completed. That is, when one problem is resolved, another problem arises and requires immediate resolution.

- b. Weaknesses of Character-Based Problem Based Learning Strategies Besides having advantages, problem-based learning strategies also have several disadvantages, including the following: 1) When students do not have high interest, or do not have the confidence that they are able to solve the problem being studied, they tend to be reluctant to try because they are afraid of being wrong. 2) Without understanding "why they are trying" to solve the problem being studied, they will not learn what they want to learn. That is, it is necessary to explain the benefits of solving the problems discussed in students. 3) The process of implementing PBL requires a longer or longer time. That is not enough, because often students still need additional time to solve the problems given. In fact, the time to implement PBL must be adjusted to the existing curriculum burden (Suyadi, 2015: 141-143).

3. RESEARCH METHOD

This study uses the mixed methods approach. The design of the study uses a sequential transformative design. The results of the study have the purpose of finding items that are valid and reliable statements on instrument scale tolerance. Documentation of several texts analyzes, interviews and surveys. The design of the study in the mixed methods approach through four stages. First, the literature study stage in scientific journals and books. Second, the interview compiled the statement items. Third, interview about the points of statement to the experts and research subjects. Fourth, the development of item statements according to aspects. Fifth, the survey results from the development of item statements according to aspects. Finally, test the validity and reliability.

The analysis of the study used descriptive qualitative analysis of the study of journals and books as a study of documentation, determination of the points of the statement, and the results of expert validation about the contents of the items in the statement. In addition to qualitative descriptive analysis, the analysis also uses quantitative descriptive analysis of the results of different tests to determine the validity and reliability of character tolerance instruments. The results of the analysis will find facts about aspects, indicators, and items of statement from the tolerance character of elementary school students.

4. DISCUSSION

The results of the study can be concluded that the character tolerance scale can be used to measure the tolerance level of students. The level of tolerance of students known from the character tolerance scale is the basis for developing action plans to prevent and reduce intolerance among school students. The plan will be contained in the Guidance and Counseling program that guides guidance and counseling teachers or counselors in providing services to students. The guide group model based on the value of local java characters can be used as an alternative to maximize the quality of guidance services (Dewi, 2016). The tolerance character scale that has been developed is expected to be used by school counselors to identify the level of character tolerance of students. Counselors can design a strategy to develop the character of tolerance and prevent the phenomenon of intolerance. Through the use of the Problem Based Learning model can also develop the character of student tolerance because students are faced with problems and are required to be able to solve them.

5. CONCLUSION

Character is defined as character; character; psychological, moral or character traits that distinguish a person from others. Sources of Character Education Values, namely: Religion: Pancasila Culture: and National Education Objectives. Characters are identical with morals, so characters are universal values of human behavior which include all human activities, both in the framework of relating to their God, with themselves, with fellow humans, and with their environment, which manifests in thoughts, attitudes, feelings, words, and actions based on religious, legal, karmic, cultural, and customary norms. From this character concept comes the concept of character education. The character emphasized in this discussion is the character of tolerance. The character of tolerance is an attitude of mutual respect through understanding with the aim of peace. Tolerance is towards peace. The use of the Problem Based Learning model can be used to develop the tolerance character of elementary school students

6. REFERENCES

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