Tolerance Learning to Develop Students Social Skills in the 21st Century

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Abstract—**The learning process is a social and cultural activity to construct meaning from the interaction between prior knowledge and events that occur. In the future, the role of teachers increasingly needs to prioritize the learning of values and attitudes. Teacher training is carried out aimed at developing students' social skills, especially cooperative attitude and tolerance. Training activities were organized and carried out at Parigi 1 Public Middle School, and Torue 1 Public Middle School ParigiMoutong. The training is carried out with a two stay two stray type of cooperative learning strategy (TSTS). The training results show an increase in student competence in aspects of social attitudes and skills. The trained teacher acts as a student learning facilitator. Two stay two stray type of cooperative learning strategies (TSTS) can improve student understanding, and train students to develop social skills, especially tolerance. Teachers as educators are expected to develop learning that supports the development of social skills needed in the future.**

Keywords—*Learning the Value of Tolerance, Social Skills, Social Science Education*

I. INTRODUCTION

Indonesia is a country with a very diverse, multi-cultural and multi-ethnic population [1]. The diversity possessed by Indonesia includes religions embraced by citizens, ethnicity, culture, language [2]. Even every ethnicity can have a variety of languages and cultures.As a country that has diverse social and cultural conditions, and a large geographical area, Indonesia can be called a multicultural country [2], [3]. Therefore, it will be important to foster mutual tolerance in social life in Indonesia now and in the future [4]. Diversity is an Indonesian reality that cannot be denied [5]. The motto Unity in Diversity has delivered Indonesia as an example of a country that is able to maintain the reality of diversity and benefit from such diversity [2].

Entering the 21st century social life, it has developed under the term Industry Revolution 4.0. [6]. In this context, the direction of education requires repositioning. The direction of education that is feasible to be developed is oriented towards efforts to increase students' competence to act quickly with the ability to think critically. The human aspect will be important to control the rapid technology used in education.It is very important to develop educational services that can support the improvement of students' thinking and reasoning skills. For example, creative thinking, critical thinking, reflective thinking, problem-

solving, making decisions. The development of the times requires students to have the skills to achieve success, be able to compete and not be left behind by change. The 21st century is a time of much better understanding of the learning process. [7]. Every individual needs to have the skills needed in the future, for example; critical thinking, able to work in teams, creative, innovative, and able to communicate well with anyone.

There have been many changes in the educational process in this era. 21st century education is not enough to only produce graduates who understand knowledge but has been directed towards producing graduates who are able to innovate, be creative, be able to analyze situations, criticize information, and be creative in creating and solving problems [8],[9]. In Indonesia, the establishment of the 2013 Curriculum demands that several learning approaches be implemented to shape student abilities, build positive student attitudes, and enhance skills [10]. The 2013 curriculum which has been implemented in Indonesia, emphasizes the development of students' competencies holistically on aspects of knowledge (cognitive), attitude (affective), and skills (psychomotor) [10]. The implementation of the 2013 curriculum in Indonesia is expected to be in line with the dynamics occurring in the technology era. Therefore, innovative attitudes and actions are important to continue to be developed in the industrial revolution 4.0 era. [11]. The learning approach needed is that which implements flexible learning practices, and has a supportive learning environment conducive to student learning success [12].

Curriculum development and learning that need to be in the future need to be directed to develop students' potential optimally.[13][14]. Learning in school needs to place students as learning subjects and be directed to be able to analyze and think about knowledge rather than just remembering knowledge. Therefore, learning tolerance is important to be developed in schools, especially in multi-ethnic and multi-cultural societies[15]. This paper describes the

training in tolerance learning in high school for teachers to improve students' social skills. The description will include the characteristics of tolerance learning, 21st century student competence and analysis results of tolerance learning simulations applied in sample schools.

II. METHOD

This study includes qualitative research to describe the application of tolerance learning by teachers as an effort to strengthen students' social skills [16]. This study aims to (1) describe the implementation of tolerance learning in schools, (2) describe the index of tolerance values that develop in high school students. Data collection through interviews, simulations, and observations [17]. This research was conducted in July - September 2018 at Parigi 1 Public Middle School, and Torue 1 Public Middle School in ParigiMoutong District. The subjects of this study are the teachers in both schools. Supporting informants are school principals. The data analysis steps are as follows; (1) data collection, (2) data reduction, (3) data presentation, and (4) conclusion. The data validation process is done by triangulating methods and sources [16],[17],[18].

III. RESULTS AND DISCUSSION

Expectations of Learning in the 21st Century

Based on the results of interviews with the principal and teachers in the sample schools, the following information was obtained;the current curriculum in schools is 2013 curriculum [19].

This curriculum in the view of principals and teachers has characteristics; (1) has a balance in aspects of fostering spiritual and social attitudes, curiosity, creativity, collaboration, (2) The school has a function to provide student learning experiences and make the environment around the school a source of learning for students, (3) The school trying to continue to develop the attitudes, knowledge, and skills of students to be ready to face all situations and conditions encountered in the dynamics of life in the community, (4) The school alwaysprovide adequate time for optimal development of

students' attitudes, knowledge, and skills, (5). The school always directs the achievement of student competencies in each subject to aspects of knowledge, attitudes and behavior, (6) Priority of learning in schools is directed to achieve the competencies contained in the curriculum of each subject, (7) achievement of competencies carried out in the learning process in each subjects are efforts to prepare students to be ready to live in a dynamic society.

By observing the global dynamics that occur, and taking into account the challenges that will be faced, it can be hypothetically raised that the characteristics of the Teachers needed in the future are as follows;[20], [21], [22].

1. The teacher has a role to develop a comfortable and safe learning environment for students.In this context, students need to be encouraged to actively learn. Position students as part of the community so they need to be ready to collaborate with anyone.Teacher's respect for differences owned by students is the key in efforts to develop attitudes and values of tolerance in the learning process.

2. The teacher should be able to motivate students to want and be able to learn in an environment that is different from their expectations. In this context, students are expected to develop an attitude of love, mutual respect, tolerance. In the learning process, the teacher should be able to develop good character from students, such as; honesty, responsibility, discipline, collaboration, tolerance.

3. Teachers in schools need to be aware of the differences students have in their religion, culture, language and ethnicity. in this context, students need to be encouraged to want and be able to learn in the context of many differences by promoting tolerance. In the learning process that is developed, the teacher must be able to draw up different learning plans. Teachers need to manage class effectively by paying attention to all differences in class.

4. Teachers need to be fair to provide opportunities for students in easy access to information and technology so that all students feel comfortable and free to learn. In this context, students are encouraged to be able to collaborate and be actively involved in learning with anyone in the school. In the learning process, teachers need to encourage the process of mutual input and positive interactions between students in learning.

Social Skills

Social skills can be defined as the ability of individuals to communicate effectively in relationships with others, in the form of verbal and no verbal in existing situations and conditions [23], [24], [25]. Social skills are learned behaviours. Social skills, in this case, include skills about sharing with others, communicating, and working together with others [23]. From the results of the study, information was obtained that the social skills that emerged from the learning process developed by the teacher had been able to express the expression of positive and negative feelings of students, in interpersonal relationships, without hurting others.

Social skills that arise from the process of learning tolerance developed by teachers in schools, include; (a) flexible ability to communicate with friends, (b) the ability to make friends properly without seeing differences in religion, culture and ethnicity, (c) students have grown an attitude of mutual respect between themselves, (d) in the school environment, has been developed the attitude of being able to listen to opinions or complaints from others, (e) in the school environment has been developed the attitude of being ready to give or receive criticism, (f) among students has grown attitudes and actions in accordance with applicable norms and rules, working together.

From some literature studies, there are some life skills needed in the 21st century, among others; (1) problem-solving and critical thinking skills, (2) collaborative skills, (3) social adaptation skills, (4) entrepreneurial skills, (5) effective verbal and written communication

skills, (6) skills in accessing and analyzing information, and (7) imagination skills [26], [27].

In this context, what needs to be prepared in learning in schools is the direction and orientation of learning that supports the achievement of the skills needed in the 21st century. One of the important things to prepare is the ability of teachers to develop plans and implement tolerance learning in schools. If this can be done, it will have an impact on developing well the attitude of student tolerance.

The Urgency of Learning Tolerance in the 21st Century

Tolerance, from the perspective of individual attitudes, means humility and generosity, friendliness, hospitality, and politeness to respect others [28]. The attitude of someone who is tolerant will always make careful thought and personal judgment in an accurate manner in every decision [29]. Fostering tolerance requires the greatness of the soul to be able to embrace all the differences that occur in a plural society [30]. Education in the 21st century can be expected to require educational content that prioritizes aspects of humanity. One important aspect of humanity is tolerance. [31].The implementation of learning in the 21st century should be oriented towards efforts to form the character of students

who are able to think in good reason, are able to solve problems according to context and conditions, and are able to apply existing values according to their religion and culture [32]. Teachers and students in these three schools vary greatly from the aspect of religious adherents and the characteristics of regional and ethnic origin. Parigi Moutong Regency in Central Sulawesi Province has diverse social and cultural conditions. In addition, geographically it has a large area. The condition of the people is characterized by the diversity of tribes, religions, languages, customs and values of local wisdom.. The diversity of ethnicities and religions in the three sample high schools was indeed real. In the three sample schools, there were Muslim, Protestant, Catholic and Hindu teachers and students. Basing on research data and information at school shows that students have a good understanding of the meaning of tolerance in social life. The school has tried and played its function as a place to socialize students with friends and to get along with being aware of the differences they have. The school has a big role in introducing the meaning of tolerance to students. The teacher as an educator performs the function as a person who accompanies students in applying the value of tolerance in learning practices in schools.

Table 1. Aspects of Tolerance Character [33]

No	Tolerance aspect	Tolerance indicator
A.	Peace	1. Care
		2. Fearlessness
		3. Love
B.	Appreciate Differences and Individuals	1. Respect each other
		2. Appreciate the differences of others
		3. Appreciate yourself
C.	Awareness	1. Appreciate the kindness of others
		2. Open
		3. Receptive
		4. Comfort in life
		5. Comfort with others

Principals and teachers have shown various efforts to develop and guide students in understanding tolerance. Seen in the sample school efforts made to teach tolerance, including; (1) developing tolerance in students in various activities such as classroom learning activities, extracurricular activities, and habituation activities in the school environment, (2) carry out structured program activities in school programs, provide funding allocations and allocate time for fostering tolerance among students, (3) provide equal treatment to all school residents without differentiating between tribes; religion, race, class, economic status, (4) facilitating social activities in the form of social action from students and teachers, (5) coordination and communication between the community in the school is well developed. Good communication is established between the principal, teachers and parents of students, (6) The teachers have provided a good understanding of the application of the meaning of tolerance in the school environment to parents, through curricular and extracurricular activities [34], [35].

The learning process is a process of educational interaction, reciprocal communication between teachers and students in achieving a learning goal [36]. In this connection, the teacher must be able to form alternative learning models. Teachers are required to be able to plan learning that is practical, applicable and takes into account the

development and growth of students in the effort to learn the value of tolerance that carries the character's content [37]. 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 environment related to the material presented. This is useful for students in the community and the process of self-maturity as adults mature thinking and acting. Not just ignoring differences, tolerance is more directed at humans to show respect for the differences in each human being [38].

The process of teaching the value of tolerance in secondary schools is done by sharing experiences in the Two Stay Two Stray Cooperative Learning Strategy [39]. Conceptually, the two stays two stray learning strategy can be used for all subjects and all levels of student academic ability. Cooperative learning type two stay two stray is one option that can be developed to provide opportunities for students in terms of sharing information and working together [40]. Learning is a personal process that involves social processes and builds mutual understanding and knowledge.In detail, the material of the Teacher training program conducted can be categorized into 3 sessions, namely; (1) the session for developing teacher innovation learning methods, (2) tolerance learning understanding session, and (3) character education strengthening session, seen in table 2.

Table 2. Three Training Sessions Conducted

Step	Description
Session 1: Development of Teacher Innovation Learning Methods	1. Provided understanding of various methods of teachers in teaching in the current era 2. The teacher adjusts the choice of learning methods according to the characteristics of students 3. Material choices that have meaning for students' lives 4. Learning outcomes can be shown by students in their daily attitudes and behavior
Session 2:	1. Learning Concepts Tolerance can be learned and trained

Understanding Learning Tolerance		in the teacher
	2.	Everyone has a perception of what the senses are capturing, so the subject matter focuses on guiding to recognize differences comprehensively
	3.	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
Session 3: Character Education	1.	Some things related to the implementation of character education:
	2.	Putting positive perceptions on the child so that self-confidence grows
	3.	Developing a collaborative culture by enlivening student organizations
	4.	Extending positive messages to educated people through learning spatial planning
	5.	Develop learning that puts more suggestions and hopes

The steps of type two stay two stray cooperative learning provided as teacher training materials to teach the value of tolerance in secondary schools, are as follows: (1) the teacher provides information about the material to be learned, (2) the teacher divides students into groups, which consists of 4 people, (3) the teacher gives questions to students, (4) thinking together, students say their opinions on the answers to questions and make sure each member of the team knows the answers, (5) Students are asked by the teacher to change partners. From each group will leave the group, next two people who live in the group, given the task to share the tasks and information with their guests, (6) two students who come discuss with the guest group, (7) other group members who come to the group, then return to the group and report the results of the group's other findings to the group, (8) the group combines and harmonizes the results of their work [40].

Conceptually, the two stays two stray cooperative learning strategy has advantages; (1) students are trained to learn independently and determine their own concepts, (2) the growth of creativity in communicating both with a group of friends and with other groups, (3) students are taught to be open to friends, (4) students are motivated in learning and trained in behaving as well as being responsible, (5) students get information at once from two different groups and students can learn in an atmosphere of friendly relations. Type two stay two stray cooperative learning strategies are learning strategies aimed at increasing student understanding, and training in growing students' social skills [41], [42].

Fostering tolerance requires the greatness of the soul to be able to embrace all the differences that occur in a plural society [43]. Tolerance is very important to be educational content that students must learn in 21st Century Education. In addition, tolerance education is very important for the growth of the personality of children as social beings, especially in Indonesia with a plural population. Three research sample schools, Ampibabo, Parigi and Torue State High Schools in ParigiMoutong Regency can be called as schools that have implemented tolerance well. This is shown by the form of giving

opportunities to students to express their opinions both in class and outside of class. Students are able to express their opinions easily to friends, accept opinions, criticisms and suggestions from others. The students have developed relationships among students in a friendly manner regardless of ethnicity, race, religion, and class.

From the interview shows the tendency of students to answer the goals of tolerance learning in order to make students more concerned, know the social environment, learn to socialize and behave socially. Forms of implementation of tolerance learning by students include helping friends, obeying school rules, protecting the environment. Students have applied the values of tolerance taught by the teacher in everyday life. The social skills factor is generally influenced by the situation and condition of the family environment and the school environment. Forms of positive social skills include being polite to the teacher, keeping the environment clean, doing and collecting assignments on time.

In the sample school, the teachers applied the learning process with cooperative learning type two stay two stray to develop tolerance learning in the classroom. In addition, teachers also integrate with problem-based learning models. By implementing cooperative learning, students will easily find and understand concepts learned through discussion and group work. Cooperative learning aims to; (a) increase student learning participation, (b) facilitate students to have the experience of making decisions in groups, and (c) provide

opportunities for students to interact and learn together with friends who have different backgrounds. There are benefits from the application of cooperative learning in schools in the context of this study, among others; First, student learning outcomes in terms of the ability to accept differences and develop students' social skills.second, through cooperative learning, students are able to learn and work in groups to help each other solve complex problems.

IV. CONCLUSIONS

Learning tolerance is very important for the growth of the child's personality as a social creature, especially in Indonesia with a plural population. Basically, humans are created with a variety of differences. Location of life, religion, education, social conditions will shape the character and values of a person. Different life values are very vulnerable to cause a misunderstanding in communication without tolerance of differences. Only with mutual trust can people build peace.

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