Application of Tolerance Attitude in Building Students' at SMP Citra Mulya Makassar

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Abstract. The picture of tolerance in Citra Mulya Junior High School is seen in the establishment of harmony in the school environment despite differences, namely being open and responding to differences well, respecting friends with different religions, respecting friends with different backgrounds, caring for friends with different religions, not being afraid of friends with different religions and loving and caring for friends who have differences with themselves. Efforts to foster an attitude of tolerance are to instill character education and moral education based on the learning approach, namely, providing opportunities for students to perform moral actions both independently and in groups, and encouraging students to see themselves as individual and social beings to have good morals based on their values

Keywords: tolerance, attitude, building studetnts

1   Introduction

In realizing the achievement of the goals of national education, namely forming noble morals / character, the formation of character must begin early, namely from elementary school (SD) even to high school (SMA), especially in the midst of the rapid development of science and technology, students need to get attention early, which later students can control their moral development. In addition to the role of parents by starting to instill character education since this, the role of teachers is also very important in guiding and directing students. Character education has actually been reflected in Law No. 20 of 2003 concerning the National Education System, which reads, "national education functions to develop abilities and form the character and civilization of a dignified nation in order to educate the nation's life, aims to develop the potential of students to become human beings who are faithful and devoted to God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens." Given the importance of the formation of values

that underlie a person's life in directing his or her behavior, it is necessary to base the responsibility of the family and school on value education.

Nowadays, character education is again being discussed by the public, especially in the world of education. This is due to the rampant negative behavior of the community, especially students, which is considered by various groups as a moral decline. Thus, character education should receive special attention from the community and the government. Schools must be intense in implementing character education programs as the main program. Character education integrated into subjects is not only in religious and civic education subjects, but almost integrated into all subjects.

Within the scope of the school, to know the character of a student can be reflected in his interactions with fellow friends and his interactions with school residents. Interaction is the key to all social life because without social interaction, there can be no life together. Humans have an instinct to always be in contact with each other. This continuous relationship produces a pattern of association called the pattern of social interaction. This interaction produces views about good and bad. These views are human values, which then greatly influence the way and pattern of thinking. Based on initial observations with several students at Citra Mulya Junior High School, information was obtained that some of their friends often do things that make other friends feel uncomfortable in the classroom. In addition, they also feel disturbed in following the learning process, some of them also prefer to be silent rather than respond to friends who sometimes make noise. This phenomenon is even often found during the learning process, where there are often reprimands made by the teacher to students who are making noise.

2   Method

In this study, a qualitative approach was used. Research methods used for research on the condition of natural objects, where researchers are key instruments, data collection techniques are triangulation (combined) inductive data analysis, and qualitative research results emphasize meaning rather than generalization.

Figure 1. Conceptual Framework
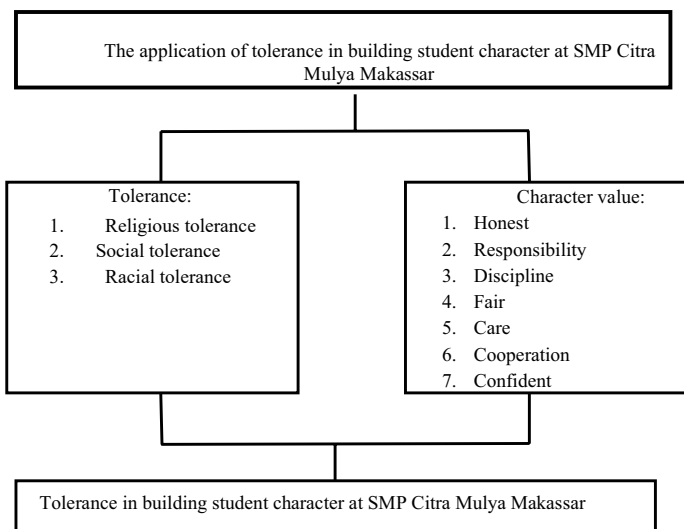
This research is a type of descriptive qualitative research because it is intended to understand phenomena or events regarding attitudes carried out by research subjects in producing description data in the form of oral information from several people who are considered to know better, as well as behaviors and objects observed also by making direct observations about the application of tolerance attitudes to students. The research subject students were students of SMP Citra Mulya Makassar. Theoretically, descriptive research is research that is included to collect valid data or information about a phenomenon that occurs, that is, about events that occur scientifically.

Data Sources

1. Primary Data

   The primary data used respondents through interviews, namely students of SMP Citra Mulya Makassar, homeroom teachers, teachers, principals and school residents in SMP Citra Mulya Makassar. And use qualitative data based on observed facts and phenomena.

2. Secondary Data

   Secondary data is data obtained indirectly in the form of documentation which includes records, books, photographs, newspapers and other literature.

   Data Analysis

   In this study, the technique used refers to the analysis technique of Miles and Huberman in Sugiyono which is "carried out interactively through the process of data collection, data reduction, data display, and conclusion/verification".

1. Data collection

   The main activity in any study is collecting data. In qualitative research, data are collected using observation, in-depth interviews, and documentation or a combination of all three (triangulation).

2. Data Reduction

   Data reduction is summarizing, choosing the essentials, focusing on the essentials, looking for themes and patterns. Thus the reduced data will provide a clearer picture, and make it easier for researchers to collect further data, and look for it when needed. Data reduction can be assisted with electronic equipment such as laptops.

3. Data View

   Data presentation, after data reduction, the next step is data presentation. In qualitative research, the presentation of data can be done in the form of short descriptions, charts, relationships between categories, flowcharts, and the like. In this case, Miles and Huberman are most often used to present data in qualitative research, is narrative text.

4. Conclusion image

   The fourth step in qualitative data analysis according to Miles and Huberman is conclusion drawing and verification. The initial conclusions submitted are provisional, and will change if no strong evidence is found to support the next stage of collection.

   In qualitative research activities, conclusions can take place during the data collection process, then data reduction and presentation are carried out, but the conclusions drawn during the research process cannot be used as final conclusions. This is because after the inference process, researchers can re-verify the findings in

the field. Thus, the conclusions drawn can be a trigger for researchers to further deepen the process of observation and interviews.

3   Results

The picture of tolerance attitude of students at SMP Citra Mulya Makassar can be seen from the role of schools that have an important role in developing children's character, especially the development of tolerance in the school environment, especially if children do not get character education at home. The observations and interviews found that students spent a lot of time in school with their friends, therefore what was recorded in their memories at the time would affect their personality as they aged. SMP Citra Mulya strives to instill character education such as religion, discipline, responsibility, leadership, tolerance, cooperation, love of cleanliness, neatness, manners, perseverance, courage, confidence, independence, honesty, accepting diversity, nationalism, justice, and forming creativity for its students. These character values are instilled and developed through various forms of activities in schools. By instilling character for students, it is hoped that it can foster an attitude of tolerance between fellow students and school residents. On the other hand, there are several factors that influence the tolerance attitude of students at SMP Citra Mulya Makassar, one of which is the good cooperation of all school members, namely the principal, teachers and students, which is a supporting factor for building tolerance at SMP Citra Mulya. In addition, this can also come from internal and external factors that exist in students. Internal factors can arise in students, while external factors are factors that exist outside the student's personality. Education as a system is composed of interconnected components, one of which is the educator-non-educator component. All members of the school must work together to ensure the success of the school program, one of which is character education for students whose emphasis will form a tolerant attitude among school members. Character education in schools can be hampered by a lack of character education at home and a negative response from some parents to enforcement of school rules.

To overcome this, schools must establish intense communication with parents because most children spend time at home, so schools must highlight the importance of character education at home in order to form an attitude of tolerance among school residents, especially among students. Parents and even teachers can also be a reflection for their children in addition to acting as role models.

Tolerance in schools will not be realized without character education supported by parents at home. All school activities, including the existence of school laws, are directed to build student character, especially the formation of tolerance attitudes in order to grow into obedient and polite individuals. In addition, the importance of extracurricular activities in forming tolerance is also very impactful in daily life when interacting.

By fostering tolerance among students at SMPN Citra Mulya, it will prevent negative actions. There are three things that include tolerance, namely: respecting and respecting the rights of others, not discriminating or discriminating against friends based on

ethnicity, religion, race, or gender and not hurting or interfering with the freedom of others. In today's modern era, it has spurred educators to develop their students to be able to place themselves in the midst of the hustle and bustle of rapid change, plural choices, and fast-paced and stressful lives. More than that, an educator has a moral obligation to push himself to be a human being whose life is able to explore meaning and be rooted in high values, strong self-image and ambition that benefits others other than himself. Educators must produce independent learners, cultivate character (honest, intelligent, caring, resilient), change bad habits gradually that will eventually become good habits. Instillation of character values is expected to be implemented and applied as a school culture. An effective process in building a school culture is to involve and invite all parties or stakeholders to commit together. The main beliefs on the part of educators should be emphasized on efforts to cultivate and inculcate beliefs, values, and moral norms. Many values can be developed in school, such as caring and creative, honest, responsible, discipline, health and hygiene, caring for each other.

4   Conclusion

The picture of tolerance in Citra Mulya Junior High School is seen in the establishment of harmony in the school environment despite differences, namely being open and responding to differences well, respecting friends with different religions, respecting friends with different backgrounds, caring for friends with different religions, not being afraid of friends with different religions and loving and caring for friends who have differences with themselves.

The existence of good cooperation from all school members, namely the principal, teachers, and students, is a supporting factor for the development of tolerance in Citra Mulya Junior High School. In addition, this can also come from internal and external factors that exist in students. Internal factors can arise within students, while external factors are factors that exist outside the personalities of students.

Efforts to foster an attitude of tolerance are to instill character education and moral education based on the learning approach, namely, providing opportunities for students to perform moral actions both independently and in groups, and encouraging students to see themselves as individual and social beings to have good morals based on their values.

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