



Need Analysis for Digital Pocketbook-Based Multicultural Education to Instill Tolerance in Grade IV Elementary School

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Abstract. This research is motivated by the need to develop a digital pocketbook based on multicultural education to instill tolerance in Pancasila education materials. Tolerance is crucial to be instilled in elementary school students, fostering positive attitudes such as mutual respect, appreciation, and cooperation with different individuals. The purpose of this study is to determine the needs analysis for developing a digital pocketbook based on multicultural education to promote tolerance within the context of Pancasila education for fourth-grade students in elementary schools. The research employed a survey method, involving one Grade IV teacher and 30 students from SDN Kebon Pala 04 Pagi. Data collection instruments included interviews with the teacher and questionnaires for students. The study results indicated that both the teacher and students agreed and expressed interest in using the digital pocketbook to foster tolerance in Pancasila education materials.

Keywords: need analysis, digital pocketbook, multicultural education, tolerance

1 Introductions

Indonesia is rich in cultural diversity, but also prone to inter-ethnic conflict. Therefore, the younger generation needs education that can instill the values of tolerance, respect, and cooperation between different groups. Tolerance is an important character value to be implemented in Indonesia. Indonesia's diverse face demands a high level of tolerance from every member of society (Mumin, 2018: 18; HAR Tilaar, 2000: 180). Tolerance is an attitude that can unite the differences in Indonesia, such as differences in ethnicity, race, religion, language, customs, etc. Tolerance aims to develop a person's ability to judge and decide whether something is good or bad, consciously maintain and apply good values in everyday life, and be able to accept diversity in life so that harmony between people can be realized amidst differences (Rahmawati & Fatmawati, 2016: 294; Mandayu, 2020: 32). School is the first place where children begin to learn civic values, one of which is tolerance.

It is very important to instill an attitude of tolerance from an early age, therefore elementary school age is the right choice for instilling an attitude of tolerance because elementary school students are still in the stage of development and character formation. It is important to instill an attitude of tolerance in fourth-grade elementary

school students because children aged 10-12 years or high grades have social and emotional characteristics along with the process of physical maturity, therefore their emotions at that time are unstable. Because the desire to join and the differences in methods give rise to misunderstandings between one child and another (Mutia, 2021: 123; Marsari, et al., 2021: 1820). With the characteristics of fourth-grade elementary school students, they are emotionally immature, which can trigger misunderstandings between students in responding to differences. Apart from that, tolerance is essential for elementary school students so that they can develop positive attitudes, such as respecting each other, respecting and working together with different people (Anggraeni et al., 2022: 17; Kamal & Maknun, 2023: 53). An attitude of tolerance can be introduced and instilled with multicultural education.

Multicultural education instills an attitude of mutual respect, appreciation, and recognition of the rights of others who are different from themselves. Implementing multicultural education is considered one of the right ways to instill people's ability to live in diversity and a sense of mutual tolerance between people (Wibowo, SA, et al., 2021: 56). Multicultural education is the basis for introducing diversity to students. Multicultural education recognizes, respects, and develops cultural diversity in the learning process. This is proven by research conducted by Ika Ari Pratiwi that multicultural education in the learning process can shape students in interpreting diversity by mutually respecting differences (Pratiwi, IA, et al., 2018: 117). Meanwhile, multicultural education can be integrated through the learning content in schools, one of which is Pancasila and Citizenship Education (Zakiah et al., 2023: 111; Karimah et al., 2021: 60). Pancasila education provides students with an understanding of the concept of difference and the positive attitude they must have, namely respecting the diversity and uniqueness that exists in the surrounding environment. An attitude of tolerance can be seen in the behavior of respecting differences of opinion, being able to interact with people from various cultural backgrounds, beliefs, and ethnicities, not judging people who have different opinions, beliefs, or cultural backgrounds, and not dominating or wanting to win alone (Sari, RI, 2020: 122). Students need to understand the attitude that must be taken towards diversity to prevent problems related to intolerance.

One indicator of attitudes that do not respect differences (intolerance) is teasing or mocking. Based on the results of research studies conducted by (Paramitha & Suryanto, 2021: 150), there is a case teasing what was experienced by student "R" at an elementary school in Surabaya where his friends ridiculed his religion. Other research has also found that there are cases of teasing in one elementary school in South Jakarta, students often commented on their friends' body shape and skin color and this made their friends feel ostracized (Leba, 2023: 4). This case is clear evidence that intolerant attitudes still occur among elementary school students in Indonesia.

Intolerant attitudes can be influenced by an environment that does not provide stimulation to students so that they are more concerned with their egos and do not want to socialize with their peers. Apart from that, another cause is the lack of role models and teacher skills as well as teacher insight in utilizing good teaching materials and media. Interesting things that can instill the character of tolerance can also trigger children to behave negatively (Pitaloka et al., 2021: 1698). Based on the results of interviews with class IV teachers at SDN Kebon Pala 04 Pagi Kec. Makassar, that in learning Pancasila Education there are obstacles in Cultural Diversity material because

many students are still unfamiliar with ethnic groups in Indonesia. Learning activities take place only using teacher support books because there are still none for students learning Pancasila Education. This material can be a means of teaching tolerance to elementary school students. Teaching materials that can help learn Pancasila Education on Cultural Diversity material are teaching materials that contain visuals and are communicative and instill multicultural values, especially tolerance so that students can learn to live in diversity and about cultures from other regions and respect differences. This is supported by research results from Marni Serepinah et al in 2023 that when students become more familiar with the cultural differences they encounter in everyday life, students will be more able to respect other people with different cultural backgrounds. (Serepinah, M et al., 2023: 155).

A digital pocketbook is a small book that contains flexible material that can be carried anywhere and can be accessed easily using technology such as a cell phone (Sulistri, et al., 2020: 523). Digital pocketbooks can make it easier for teachers to deliver learning material, especially when done online. Accessibility via cell phones allows learning material to be more easily accessible to students, so that the teaching and learning process can take place more effectively and interactively, even remotely.

To instill an attitude of tolerance, one way is through digital pocketbooks, this is supported by the results of previous research from Indrawan in 2021 entitled "Development of a Pocket Book Based on Strengthening Character Education (PPK) Using the Problem-Based Learning (PBL) Learning Model in Classroom Science Content V SDN Waru 02 Brebes" which explains that digital pocketbooks can be used to instill character, one of which is tolerance.

Therefore, researchers want to develop a digital pocketbook based on multicultural education as teaching material to support students which is made according to the criteria needed to instill an attitude of tolerance by integrating Pancasila Education learning with Cultural Diversity material. The novelty of this research is that this research uses an independent curriculum. There is a code that contains animated learning videos that instill multicultural values, especially tolerance related to everyday life so that students can learn about various cultures in Indonesia they can instill an attitude of tolerance that is by the needs of fourth-grade elementary school students at that age which is relevant to understanding learners. Apart from that, most of the previous studies that used digital pocketbooks discussed literacy topics (Sulistri et.al., 2020: 266). Meanwhile, the research aims to analyze the need for digital pocketbooks based on multicultural education to instill tolerance in the learning of Pancasila education in grade IV elementary schools using the independent curriculum.

2 Literature Review

2.1 Attitude of Tolerance

Tolerance is an attitude of a person that can support the creation of Tolerance which is the main key to helping individuals or groups to socialize in a world full of differences (Ayuningsih, et al., 2022: 128; Erviana & Laila, 2019: 297). It is very important to instill an attitude of tolerance in elementary school students so that they can respect each other and apply positive values in everyday life. Tolerance is a very important attitude in social life. This attitude means accepting, respecting, and appreciating the various diversity that exists in a region. This diversity can be in the form of religion, culture, ethnicity, race, and so on (Anggraeni, et al., 2022: 18). Therefore, tolerance needs to be taught so that students can respect and accept differences in ethnicity, religion, race, gender, and different opinions. Tolerance is harmony in differences. Tolerance aims to build peace in social life even though there are differences. Because without tolerance there will be many problems caused by many differences which are called intolerance (Sahal, et al., 2018: 119; Nagovitsyn, et al., 2018: 755). harmony. Therefore, students need to understand the attitude that must be taken towards diversity to prevent problems related to intolerance. Based on the opinion above, it can be concluded that tolerance is a very important attitude in social life, which means accepting, respecting, and appreciating the various diversity that exists in a region. Tolerance aims to build peace in social life even though there are differences. Without tolerance, there will be many problems caused by many differences.

Indicators of tolerance are criteria for evaluating and measuring tolerance, including respect for people of other religions, love of peace, democracy, and respect for differences (Daryanto & Darmiatun, 2013: 152). Tolerance is an attitude and action that respects the diversity of backgrounds, views, and beliefs. Indicators of tolerance include (1) not disturbing friends who have different opinions, (2) respecting friends' opinions, (3) listening to friends who speak, (4) respecting the differences of other people of different ethnicity, religion, race, culture, and/or gender (5) able and willing to work together with anyone who has a diversity of backgrounds, views and beliefs, (6) not imposing one's opinions or beliefs on others, (7) able to forgive other people's mistakes (8) willingness to learn from (open to) other people's beliefs and ideas to understand other people better, (9) open to or willing to accept something new 10) accept mutual agreement even if they have different opinions (Sani, 2022: 135; Perdana & Misnawati, 2021: 173). From these indicators, it can be concluded that the indicator of tolerance is a measuring tool in research so that students can respect different views, work together with people from diverse backgrounds, and be open to new ideas. This attitude of tolerance is important to create a peaceful and harmonious environment where every individual feels valued and recognized.

The attitude of tolerance is influenced by internal and external factors (Sipahutar, et al., 2023: 44). Internal factors include students' physical and psychological conditions that can influence students' abilities in the learning process and social interactions. Poor physical health can interfere with receiving and responding to information, whereas good mental health supports social information processing and tolerance. External factors include the family and community environment as well as the impact of technology. A harmonious family and proper parenting can support the formation of an attitude of tolerance. A peaceful social environment also contributes positively, while conflict can have an impact on problems of intolerance. Meanwhile, the impact of technology, especially media and the internet, can be an inhibiting factor if not monitored and can influence children's thoughts and behavior. Therefore, supervision and guidance from parents, teachers, and the community are very important in forming positive social attitudes in children. From these factors, it can be concluded that students' attitudes of tolerance are influenced from within themselves and from the surrounding environment. Therefore, holistic and integrated education is needed involving collaboration between families, schools, and communities in creating an environment that supports the growth of positive attitudes of tolerance in children.

Tolerance is an important foundation in education, especially in elementary schools in Indonesia which is rich in diversity. Teaching tolerance helps students appreciate differences in religion, race, ethnicity, culture, language, and social background. This is important for building positive communication and social interactions. In elementary schools, tolerance is not only about accepting religious and cultural diversity but also about understanding and respecting individual differences, including physical and character shortcomings (Kamal & Maknun, 2023: 53; Anggraeni, et al., 2022: 18). Thus, cultivating an attitude of tolerance in elementary schools is essential to creating a harmonious and inclusive learning environment because every student will feel valued and respected.

2.2 Multicultural Education

Multicultural comes from two words, namely multi and cultural. Multi means many or varied, while cultural means culture. Multicultural refers to cultural diversity. This diversity arises because of the different backgrounds of each individual. Multicultural education is education that pays attention to the cultural diversity of students (Wulandari, 2020: 21). So therefore, multicultural education exists so that students can recognize and appreciate cultural differences and promote equality and justice. Education Multiculturalism is an educational concept that is directed at upholding that all students must have the same opportunity to learn without paying attention to race, ethnicity, social class, or gender and apply the values of togetherness so that they can live together in differences and have an awareness of peaceful coexistence (Banks, 2010: 3). This not only creates an inclusive learning environment but also teaches the values of togetherness and tolerance. With multicultural education, students are taught to respect differences and build awareness to live together harmoniously in a plural society. Multicultural education is the process of cultivating a way of life that is respectful, sincere, and tolerant towards the cultural diversity that

lives in a plural society (Amin, 2018: 18; Musa Asy'arie, 2004: 15). Multicultural education can help build understanding and appreciation for cultural diversity and instill values of tolerance and respect between individuals from different backgrounds. Based on the expert opinion above, it can be concluded that multicultural education is an educational process that focuses on instilling the values of tolerance, respect, and inclusion of cultural diversity in the teaching and learning process. Multicultural education emphasizes the importance of equality and justice for all students, regardless of differences in race, ethnicity, social class, or gender. Thus, multicultural education not only enriches students' learning experiences but can also instill character values.

Multicultural education aims to create a learning environment that is nondiscriminatory, enriches skills and basic knowledge for world citizens and is integrated in all aspects of the education system because multicultural education is important for students. In addition, multicultural education aims to strengthen the values of social justice, facilitate joint learning between teachers and students about the importance of cultural diversity for academic success, and encourage a critical approach to education that emphasizes social understanding and students' ability to make decisions and act socially (Wulandari, 2020: 25). By understanding and appreciating differences through multicultural education, students can develop a stronger sense of empathy and cooperation, help reduce prejudice and discrimination, and prepare students to interact and contribute in a diverse global environment. Multicultural education aims to reform teaching and learning approaches towards having equal opportunities for students. Instilling the idea of diversity, and uniqueness is valued in every student (Suryana & Rusdiana, 2015: 199). Every student has the same rights even though they have different ethnic, racial, cultural, and religious backgrounds. By introducing and discussing cultural diversity in the classroom, students can learn to appreciate and understand different perspectives, as well as interact and communicate with people from different backgrounds. Based on this opinion, it can be concluded that multicultural education aims to create a fair and inclusive learning environment, mutual respect and respect for differences, increase understanding and appreciation of diversity, and prepare students for a future full of diversity.

Multicultural education has four values, namely equality, tolerance, democracy, and pluralism (Amin, 2018: 30). There are positive values in multicultural education that need to be instilled in students and applied in everyday life. According to Yaya Suryana and Rusdiana, there are five values in multicultural education, namely the value of tolerance, the value of equality, the value of unity, the value of brotherhood, and the value of justice (Suryana & Rusdiana, 2015: 237-239). Researchers will instill the value of tolerance in the digital pocketbook because it is very important for students to introduce and understand it so they can appreciate diversity.

Multicultural education as a process contains five dimensions. The five dimensions of multicultural education are expected to help teachers implement several programs to respond to student differences, namely (1) Content integration, (2) Equality pedagogy, (3) Empowering school culture and school structure, (4) reducing equality, and (5) the process of constructing knowledge (Banks, 2010: 23-25). Through the dimensions of multicultural education, it is hoped that teachers will be able to introduce and instill the values of multicultural education in the learning process. One way is by

integrating multicultural education into school subjects through teaching materials, one of which is a digital pocketbook. In this way, students will know and appreciate the diversity that exists around them.

2.3 Digital Pocketbook

A digital pocketbook is a small book that is designed to be attractive and easy to carry everywhere, containing various information and materials (Gularso, et al., 2023: 305; Afrianti, et al., 2021: 126; Herawati, et al., 2020: 30). Digital pocketbooks can be effective, practical and easily accessible teaching materials for finding information quickly and efficiently. Meanwhile, a digital pocketbook is a combination of a regular book in printed form and a digital pocketbook displayed on a digital device and can be accessed easily using technology such as a cell phone (Nurjanah, 2023: 217; Sulistri, et al., 2020: 523; Mustari & Sari, 2017: 115). Digital pocketbooks can make it easier for teachers to deliver learning material, especially when done online. Accessibility via cell phones allows learning material to be more easily accessible to students, so that the teaching and learning process can take place more effectively and interactively, even remotely. Besides that, a digital pocket book is an interactive media containing teaching material and questions that can integrate text, images, audio, and video (Larasati, 2022: 142; Asrowi, et al., 2019: 711;). With the ability to integrate various types of media, digital pocketbooks can make teaching material more interesting and interactive so that students can enrich their learning experience and make it easier to understand complex material. Based on the opinion above, it can be concluded that digital pocketbooks are teaching materials in the form of digital books that are effective, practical, and interactive. Digital pocketbooks can be accessed anywhere online and integrate various types of text, images, audio, and video making them the right solution to help teachers convey learning material better and help students learn more effectively and have fun.

2.4 Digital Pocketbook Design

The main components of teaching materials in the form of digital pocketbooks are the beginning, contents, and end. First, at the beginning, there is a title page, foreword, instructions for use, concept map, and table of contents. Second, in the content section, there is the content of the learning material, student learning activities, and example questions. Third, at the end there is a summary, glossary, and bibliography (Nisrokha, 2019: 87) There are several things that need to be considered when compiling a pocketbook, as follows: 1) The use of symbols and terms must be consistent, 2) Writing the material briefly and, 3) Arranging the material text in the pocketbook in such a way that it is easy to understand, 4) Providing example questions. 5) Attractive colors and designs in pocketbooks, and 6) Double the number of pages to avoid excess or shortage of blank pages. (Sulistiyani, et al., 2013: 168) Based on the opinions of experts, the researchers developed a digital pocketbook consisting of three

main components, namely the beginning, the contents, and the end by providing attractive colors and designs, as seen in Figure 1.

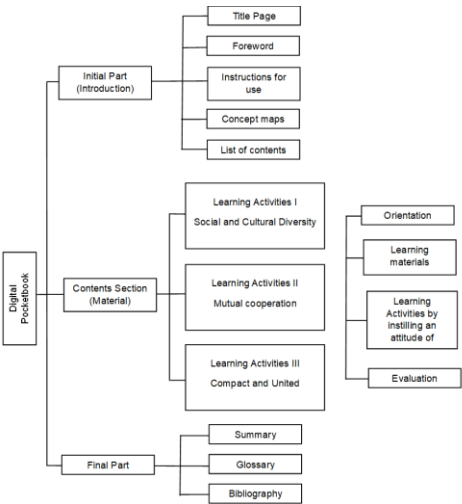


Figure 1. Design of a Digital Pocket Book Model Based on Multicultural Education for Instilling an Attitude of Tolerance

This research and development produced a product, namely a digital pocketbook based on multicultural education to instill an attitude of tolerance. The digital pocketbook that was developed contains learning outcomes and learning objectives that are adapted to the independent curriculum. This digital pocketbook integrates and introduces the diversity of ethnic groups and cultures that exist in Indonesia. Through this digital pocketbook, researchers instill values in multicultural education, especially tolerance. This digital pocketbook is adapted to the content of Pancasila Education for class IV elementary school, chapter 3 Building Identity in Diversity, which contains material about social and cultural diversity in Indonesia,

cooperation, as well as solidarity and unity. Apart from that, through learning activities, it is hoped that students can instill an attitude of tolerance in everyday life.

The paper size used in making textbooks refers to the paper size standards set by the International for Standardization (ISO). The paper size used in making textbooks refers to the paper size standards set by the International for Standardization (ISO). Based on the description of the assessment instrument items for elementary school textbooks, especially for high grades, the 2016 graphic components determined by BSNP for the size of textbooks are A4 (210 mm × 297 mm) and B5 (176 mm × 250 mm) with tolerance for differences in size. Between 0-11 mm. Therefore, the researcher used the paper size used in this digital pocketbook, namely A4, vertical form.

The font used is Comic Sans with varying font sizes to suit the display. The use of color is very important so that students are interested and motivated. Fourth-grade elementary school students prefer color illustrations rather than black and white, so the colors used in this digital pocketbook are bright. The images are adapted to learning material and are often found in everyday life.

3 Methods

3.1 Research Approach

This research is a type of survey research with data collection methods using questionnaires and interviews. The questionnaire used in this research is a closed type of questionnaire where the questions have been designed in a structured manner so that respondents can choose from several predetermined answer options. The interviews conducted were semi-structured, where the questions had been prepared beforehand by the researcher but still left room for the respondent to explain his answers further. This allows researchers to gain a deeper understanding of respondents' perceptions, opinions, and experiences regarding the research topic.

3.2 Data Collection Technique

The research was carried out in April 2024 at SDN Kebon Pala 04 Pagi, Makassar. Data was taken using interview techniques with class teachers and distributing questionnaires analyzing the needs of class IV students with a subject of 30 students.

3.3 Research Instrument

The instrument in this research contains some information from respondents regarding the need for digital pocketbooks based on multicultural education containing Pancasila education in elementary schools. Instruments related to multicultural education are focused on attitudes of tolerance and the use of teaching materials containing Pancasila education.

Table 1

Teacher Interview Grid

No	Aspect	Indicator
1	Analysis Learning	a. Views on learning
		b. Difficulty in teaching
2	Student Analysis	a. Student involvement in learning
		b. Students' difficulties in understanding the material
3	Teaching materials	a. Availability of learning books
		b. Type of teaching materials used
		c. Need for supporting teaching materials

Table 2
Student Questionnaire Grid

No	Aspect	Indicator
1	Retention of material	a. Material that is considered difficult
		b. Causes of difficulty in understanding the material
2	Teaching materials	a. The need to simplify the material
		b. An interesting type of digital book
3	Tolerance	a. Respect different opinions (ethnicity, religion, race, culture, gender)
		b. Comfortable working together with friends from different backgrounds

3.4 Data Analysis Technique

The data analysis technique used in this research is descriptive. The analysis is used to describe the results of the analysis of teacher and student needs as a basis for using Pancasila Education learning media which can instill an attitude of tolerance in fourth grade elementary school.

4 Result and Discussion

Interviews were conducted at the needs analysis stage with class IV teachers at SDN Kebon Pala 04 Pagi. The teacher explained that Pancasila education learning took place only using teacher support books and there were problems with social and cultural diversity material. This is supported by the results of excerpts from class IV teachers:

"Pancasila Education learning takes place only using teacher support books from the Ministry of Education and Culture because there are still none for students learning Pancasila Education. Apart from that, there are obstacles in learning Pancasila Education this semester, one of which is social and cultural diversity material because students are still not familiar with the diversity of Indonesian ethnic groups, only just recognizing ethnic groups in the surrounding environment."

Teachers feel that there are difficulties in teaching social and cultural diversity due to inadequate teaching materials making it difficult to relate social and cultural diversity to students' daily lives and instill an attitude of tolerance in respecting differences. The lack of teaching materials in the Pancasila Education learning process can prevent students from experiencing difficulties in understanding social and cultural diversity and appreciating social and cultural diversity. This is supported by the results of excerpts from class IV teachers:

"Students' difficulties often lie in understanding the concept of diversity, recognizing cultural differences, and appreciating social and cultural diversity".

Based on the results of the interview, data was obtained that the fourth-grade teacher agreed to the development of a digital pocketbook based on multicultural education to instill an attitude of tolerance. This is supported by the results of excerpts from class IV teachers: *“It is very necessary to have teaching materials based on multicultural education to instill an attitude of tolerance because this can help students get to know other cultures and appreciate the diversity that exists in Indonesia”*. Meanwhile, the results of this research are also supported by Abdul Rohman and Sariyatun's research in 2021 entitled "Analysis of the Need for Integrated History Digital Teaching Materials Multicultural Values of the Terate Faithful Brotherhood to Increase Tolerance Attitudes" saying that students' need for digital teaching materials is very necessary as an innovations in the learning process. It is hoped that the use of digital teaching materials integrated with multicultural values can increase the tolerance attitude that students already have (Rohman, A. & Sariyatun, 2021: 51). However, the results of research conducted by Nuryanah et al in 2021 entitled "Development of Webtoon Learning Media to Instill an Attitude of Tolerance in Students in Elementary Schools" show that in the needs analysis teachers and students agree more with the development of learning media rather than teaching materials in the form of digital books because Learning media such as webtoons are more interesting and interactive compared to digital books and students think that digital books are not much different from regular printed books (Nuryanah, et al., 2021: 3053)

Table 3
Results of Questionnaire Analysis of Teaching Material Needs for Class IV
Students at SDN Kebon Pala 04 Pagi

No	Indicator	Response	Percentage (%)
1	Material that is considered difficult	Pancasila	23,3 %
		Constitution and Norms	20 %
		Social Diversity and Culture	46,7 %
		The integrity of the Republic of Indonesia	36,7 %
2	The causes of these material difficulties	The material is too broad	26,7 %
		Language is difficult to understand	33,3 %
		Language is difficult to understand example given still abstract/not real	26,7 %
		Difficult to connect with life daily	20 %
3	Students need to understand the material	Digital book	53,3 %
		Media	20 %
		Exercise	50 %
4	Type of digital book	Digital pocketbook	60 %
		Storybook	36,7 %
		Wordless Picture Book	20 %
5	Respect different opinions (ethnicity, religion, race, culture, gender)	Always	70%
		Sometimes	20%
		Seldom	10 %
		Never	0 %
6		Very comfortable	46,7 %

No	Indicator	Response	Percentage (%)
	Comfortable working together with friends different background	Quite comfortable	40 %
		Less comfortable	10 %
		Uncomfortable	3,3 %

A questionnaire was carried out at the needs analysis stage for 30 class IV students at SDN Kebon Pala 04 Pagi. Indicators asked for at the needs analysis stage include material that is considered difficult, causes of material difficulties, the need to make the material easier, interesting types of digital books, respect for differences, and collaboration with friends from different backgrounds. Based on the results of the questionnaire, it was found that for material that was considered difficult in learning Pancasila education, the Pancasila results were 23.3%, the Constitution and Norms were 20%, Social and Cultural Diversity was 46.7%, and the Integrity of the Republic of Indonesia was 36.7%. Thus, it can be concluded that on material indicators that are considered difficult, students are more likely to choose the answer Social and Cultural Diversity. Meanwhile, the results of the questionnaire found that the causes of difficulty in understanding the material were that the material was too broad at 26.7%, and the language was difficult to understand at 33.3%. The examples given are still abstract/unreal at 26.7%, and it is difficult to relate to everyday life at 20%. Thus, it can be concluded that as an indicator of the cause of difficulty understanding the material, students are more likely to choose answers in language that is difficult to understand.

For indicators of students' need to understand the material, digital book results were obtained at 53.3%, Media by 20%, and practice questions by 50%. Thus, as an indicator of students' need to understand the material, students are more likely to choose the digital book answer. Furthermore, the results of the questionnaire with indicators of interesting types of digital books obtained results for digital pocketbooks at 60%, story books at 36.7%, and wordless picture books at 20%. Thus, it can be concluded that as an indicator of the type of digital book, students are more likely to choose the answer digital pocketbook.

Based on the results of the questionnaire, it was found that to respect different opinions (ethnicity, religion, race, culture, gender) the results were always 70%, sometimes 20%, rarely 10%, and never 0%. Thus it can be concluded that with the frequency indicator of respecting different opinions (ethnicity, religion, race, culture, gender), students are more likely to choose the answer always. However, there are still students who rarely respect opinions from different backgrounds. Next, the results of the questionnaire found that comfort in working with friends from different backgrounds was found to be very comfortable at 46.7%, quite comfortable at 40%, less comfortable at 10%, and not comfortable at 3.3%. Thus, it can be concluded that as an indicator of comfort in working with friends from different backgrounds, students are more likely to choose very comfortable answers. Unfortunately, there are still students who are uncomfortable working with friends who have different backgrounds. Therefore, researchers developed teaching materials in the form of digital pocketbooks based on multicultural education to instill an attitude of tolerance because there are still students who rarely respect opinions from different backgrounds and are less comfortable or even uncomfortable when working together with friends from different backgrounds.

An attitude of tolerance can be instilled through digital pocketbooks because digital pocketbooks can include the beginning, contents, and end by containing short text media, attractive images, audio, and video. In the contents section, the digital pocketbook can insert text on the importance of tolerance by containing images of people from various backgrounds working together. In addition, the digital pocketbook by using QR Code Scan displays animated learning videos that describe situations where students must show tolerance by respecting differences of opinion from friends from different backgrounds. This is also supported by the results of Abdul Rohman and Sariyatun's research in 2021 entitled "Analysis of the Need for Digital Teaching Materials Integrated History Multicultural Values of Terate Loyal Brotherhood to Improve Attitudes of Tolerance" that digital books instill an attitude of tolerance require learning achievement components, description of digital teaching materials, learning objectives, learning activities, learning activities, material summary, and evaluation (Rohman, A & Sariyatun, 2021: 54). Meanwhile, in line with the research results of Elfrida Eriyani Afif, Farid Ahmadi, and Deni Setiawan in 2023 entitled "Development of an E-Story Book to introduce Tolerance in Early Childhood" that digital books must be attractive, full color, contain text and images. In terms of language, you want language that is easy to understand, language that is clear, short, concise, and uses simple everyday language (Elfrida, et al., 2023: 7134)

With an attitude of tolerance that has been instilled in students, students can build good relationships and work together with friends who have different ethnic, religious, racial and cultural backgrounds. An attitude of tolerance encourages students to respect each other and accept differences so that students can build positive friendships and cooperation with other people. When all students feel accepted and valued, students will feel more comfortable learning and participating in class. This can improve the overall quality of learning.

This digital pocketbook is designed to help elementary school students study multiculturalism and instill an attitude of tolerance contained in the Pancasila Education learning content regarding social and cultural diversity. This digital pocketbook is equipped with a beginning section, a contents section, and an end section. The components in this digital pocket book are as follows; First, The learning achievement of Pancasila Education learning which refers to students being able to instill an attitude of tolerance through respecting differences in friends who have different backgrounds, namely that students can appreciate differences in characteristics, both physical (for example skin color, hair type, etc.) and non-physical (for example poor, rich, etc.) people in the surrounding environment, students can appreciate ethnic, social and cultural diversity, within the framework of Bhinneka Tunggal Ika. Second, Description of a digital pocketbook that can help students develop knowledge and instill an attitude of tolerance. Third, Learning objectives to be achieved through the use of digital pocketbooks. Fourth, Class IV Pancasila Education learning activities based on Multicultural Education by instilling an attitude of tolerance, in the digital pocketbook there are animated videos as supporting media in explaining the material in each sub-chapter by providing examples of situations on how to be tolerant in everyday life. Fifth, Learning activities in each chapter have group assignments formed from a variety of different ethnic and cultural backgrounds. Sixth, Summary. Seventh, the Evaluation test is a tool to evaluate students' knowledge regarding tolerance after using digital pocketbooks. It is hoped that the development of this digital pocketbook can help teachers and students face the difficulties that have occurred in the Pancasila education learning process in the classroom. After students use this digital pocketbook and study each material that contains multicultural values, students are expected to be able to instill the value of tolerance that already exists within them and be able to implement the value of tolerance in everyday life. Apart from that, students can become young people who have character and always uphold the spirit of diversity.

5 Conclusion

Based on the results of the interviews and questionnaires that have been conducted, it can be concluded that the teachers and students of class IV SDN Kebon Pala 04 Pagi agree that there is a need to develop education-based digital pocketbook teaching materials to instill an attitude of tolerance. These findings show that teachers realize the importance of instilling an attitude of tolerance in children from an early age. Digital pocketbooks are effective teaching materials for achieving these goals because they are attractive, interactive, and easy to access. Furthermore, this research will be developed into a product in the form of a digital pocketbook

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