

Implementation of Tolerance Character in Social Interaction Materials in IPS Learning

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Abstract: This research has three main objectives; the first is to determine the inculcation of students' tolerance character through social studies subjects. The second kinds of research aim to identify and describe the various obstacles faced in teaching the tolerance character of students. Finally, the purpose of this research is to find and describe the solutions that can be done to overcome various obstacles in teaching the tolerance character of students. A descriptive qualitative approach was used in this study. The data collection used in this research is by interview, observation, and documentation. Meanwhile, in data analysis using the techniques proposed by Miles, namely data reduction, data presentation, and concluding. Based on the research, it was found that the social studies subject teacher had instilled the character of student tolerance. This research could be seen from the learning process where students could deliberate to reach a consensus and respect the opinions of other friends. This study concludes that the obstacle in inculcating the tolerance character of students is the unfocused factor in learning. So that the right solution that researchers can propose is increasing the control of the principal as the administrative head in the school and increasing the role of subject teachers, which is very crucial in instilling the character of tolerance.

Keywords: *Character, Tolerance, Social Studies*

INTRODUCTION

The era of globalization is certainly a challenge for humans, including junior high students. Education is a fundamental thing for humans, this is to develop themselves for the survival of life. Education is a process of changing one's behavior and attitude to mature humans in their mindset. Through changing attitudes and teaching efforts as well as training and education (Koesoema, 2007). Education is an effort to improve the quality of human resources so that they are better both individually and in the wider community as the basis for nation-building. Where education is an investment of the nation, provision for the present and the future. In this era, education is not focused on intellectual intelligence alone but is accompanied by the integrity of other factors such as behavior or also called character. As quoted by the Greek philosopher named Plato "If you ask what the benefits of education are, then the answer is simple, namely education makes people better and good people certainly behave noble (Hamalik, 2012).

In Law Number 20 of 2003 which discusses the National Education System (Sisdiknas) Article 3 that national education functions to develop abilities and shape the character of students in a dignified national civilization to educate the nation's life, and

aims to develop the potential of students to become good human beings. have faith and fear of God Almighty, healthy, knowledgeable, creative, independent and become a democratic and responsible citizen. The era of globalization has a lot of influence on various aspects of life and raises several social problems including individualistic, egoistic, less able to communicate effectively, low empathy, lack of tolerance for others, low levels of discipline, lack of cooperation, and interaction in social life (Mu'in, 2012).

Indonesia is a pluralistic country with various ethnic groups and cultures, therefore tolerance needs to be instilled in every society. H.A.R Tilaar said that Bhineka Tunggal Ika is an important thing for Indonesia that makes people have a tolerant attitude towards others. This is realized by a compact and diverse community giving rise to ideas and innovations. This attitude of tolerance needs to be developed in education, especially at this time in the era of globalization which is so complex (Tilaar, 2003). One of the subjects that become a means of inculcating an attitude of social tolerance is social studies subjects. Social studies as a science besides having academic goals also have humanistic goals, so that it can be a bridge for the community to realize the dual-dimensional role of humans, namely as individual beings as well as social beings. In studying a society, an educator can conduct studies from various social perspectives, including studies through teaching history, geography, economics, sociology, anthropology, government politics, and aspects of social psychology that are carried out in a simple way to achieve the objectives of learning (Humaisi, 2012).

In observations made by researchers at MTs Sulamul Huda, there are some unique facts at school, as conveyed by Ustad Sangidun, M.Pd as the principal at the Sulamul Huda Islamic Boarding School, especially at the MTs level, since the beginning of the establishment of the lodge, tolerance attitudes have been instilled, and respect for others, such as teachers, students, to other elements. However, there are in the school environment that has not fully applied this attitude, including class VII where researchers found several incidents such as lack of respect or tolerance such as noise during lessons, not respecting friends' opinions, not wanting to participate in cooperation carried out in the school environment, arguing not willing to give in, then the researcher approached and then asked some questions to the student about why he did something bad. The student casually replied that he was very happy because he got certain freedom from within himself.

This explains that what the researcher experienced above indicates discomfort in the classroom and school, even though character cultivation has been going on for a long time. In reality, what happens in learning is not as expected. Often students get an uncomfortable environment that results in not maximal learning outcomes. Indeed, fostering an attitude of tolerance does not only provide knowledge to appreciate, good or bad, but rather to raise awareness and apply these behaviors in students' daily lives. Therefore, cultivating an attitude must be done well and pleasantly (Sudariyanto, 2013). A safe and comfortable atmosphere and environment need to be created in the process of inculcating the values of tolerance because a comfortable environment will make it easier for students to accept and implement an attitude of tolerance. Where in life, this attitude is very much needed with tolerance for life among others, and mutual respect and maintenance of each other's rights and obligations.

According to Zubaidi in his book entitled Character Education Design, character education is an effort to build students' character for the better. Therefore the importance of character education for junior high school students must be conveyed to make them have a commendable character. Furthermore, Jito Subianto explained that character education is part of value education or what is called Value education. The educational

environment is responsible not only for producing outstanding students but also for identity, character, and personality. There are two approaches to planting this character, firstly it is carried out in a structured school with a formal curriculum, secondly, character education runs naturally in the interpersonal environment between individuals and society unstructured in the curriculum (Subianto, 2013). Based on the results of observations, the researchers concluded that in inculcating an attitude of tolerance in the Social Interaction material for Social Studies subjects at MTs Sulamul Huda Siwalan, they tried to direct students to positive things in the learning process and school environment for a long time and students carried out activities to help, be kind and respectful regardless of their social status.

METHOD

The approach used in this study is a qualitative approach, which is a research procedure that produces descriptive data in the form of speech or writing and observable behavior from the subject itself (Furchan, 1992). According to Sukmadinata, qualitative research is research that is used to describe and analyze phenomena, events, social activities, attitudes, beliefs, perceptions, and people individually or in groups. According to Bogdan and Taylor as quoted in Andi Prastowo's book, qualitative methodology is a procedure in the form of written or spoken words from people and observed behavior (Syaodih Sukmadinata, 2009). According to both, this approach is directed at the background and the individual as a whole (holistic), this means that individuals cannot be isolated or organized into variables or hypotheses, but need to be viewed as ingredients of a whole (Syaodih, 2009). A qualitative approach is a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior. This approach was chosen because in collecting data on the cultivation of the character of tolerance in social studies learning at MTs Sulamul Huda (case study for class VII B MTs Sulamul Huda) used interviews, observations, and documentation. And the type of research used in this research is a case study.

In this research, the instrument or human instrument is the researcher himself. Through the presence and direct involvement of researchers in the field, additional information will be obtained from informants based on their achievements, expertise, experience, and position (Casram, 2016). Through the presence and direct involvement of researchers in the field, additional information will be obtained from informants based on their achievements, expertise, experience, and position. Thus, the role of researchers in this qualitative research is the main role, where researchers participate fully in this research starting from planning, implementing data collection, analysis, interpreting data, and reporting the results of research that has been carried out. In this research, the researchers chose a location at MTs Sulamul Huda which is located in Siwalan village, Mlarak sub-district, Ponorogo district. Jalan Kalimantan, RT/RW: 002/002. Where the main data sources in this study are words and actions, and the rest are additions such as documents and others. The data in this study are Person (person), Place (place), and Paper (data source).

According to Sugiyono, data collection techniques are the most strategic steps in research, because the main purpose of research is to obtain data (Sugiyono, 2019). Observations in which the researcher made observations in class VII in social studies subjects taught by Ustadz Renita with periodical social interaction material. And pay attention to how students carry out activities in the room during the lesson. Interviews, In this study the researchers conducted interviews with several people concerned in the study such as school principals, and subject teachers. The TU section, the homeroom

teacher, and the students themselves. Documentation. The documentation method is useful in completing the results of data collection through observation and interviews. Researchers use documentation techniques by obtaining archives and documents provided by the administration section.

This technique consists of 3 stages of activity, namely data reduction, data presentation, and concluding. Technical analysis of the data in this study using this interactive pattern proposed by Miles and Huberman in the book Sugiyono. And techniques for checking the validity of the data in the research process include extending participation, diligent observation, and triangulation (Nugrahani, 2014).

RESULTS AND DISCUSSION

A. Understanding the Character of Tolerance

Planting is the process, method, or act of planting, planting, or planting. The planting referred to in this study is the way the school instills character in students. Character is generally associated with a temperament which gives it a definition that emphasizes psychosocial elements (Wiyani, 2012). Character is considered the same as personality as a characteristic or characteristic or characteristic of a person who originates from formations received from the environment, such as family (Koesoema, 2007).

Character according to the Language Center of the Ministry of National Education is "innate, heart, personality, character, behavior, personality, nature, character, temperament, character". The Big Indonesian Dictionary does not include the word character, but there is the word "character" which is defined as the inner nature of humans that affects all thoughts and behavior, character and character (Masnur, 2011). Character education aims to form a tough nation where character education instills habits (habituations) about which things are good so that students become cognitive (cognitive) about what is right and wrong, can feel (affective) good values, and are used to doing it. (psychomotor). In other words, good character education is not only with good knowledge (moral knowing), but also feeling good things (moral feeling) and good behavior (moral action) (Mu'in, 2012).

According to Krathwahl, there are 5 stages in the process of instilling student character values, namely listening (receiving), responding (responding), giving values (valuing), organizing values (organizing), and characterizing values (characterization) as shown in the following figure (Wibowo, 2012).

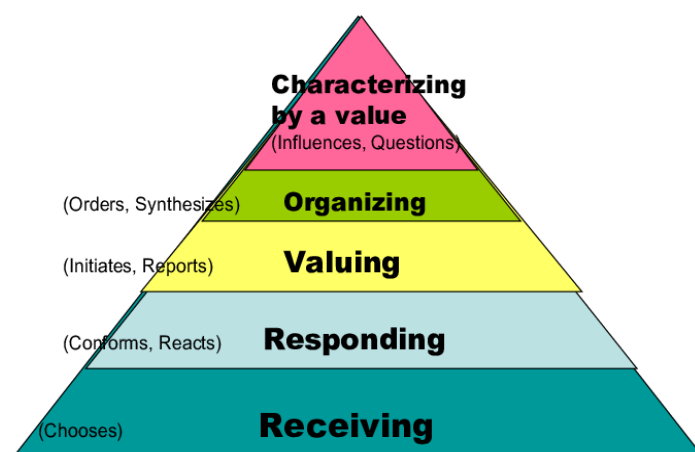


Figure 4.1 Krathwahl character cultivation diagram

The character building of students at MTs Sulamul Huda is carried out regularly considering that character planting cannot be done instantly because something instant will not last long, especially about habits. Therefore, schools and teachers strive to provide the best education so that students have a good attitude and are virtuous (Wibowo, 2012).

B. Tolerant Character

The character of Tolerance / Tolerance comes from the Latin "Tolerantia" which means leniency, gentleness, lightness, and patience (Yamin, 2011). In language or etymology, tolerance comes from the Arabic tasyawuf which means forgiveness, forgiveness, and grace. In English, tolerance comes from the word tolerance/toleration, which is an attitude of letting, acknowledging, and respecting the differences of others, both in matters of opinion, religion/belief, as well as in economic, social, and political terms. In terminology, according to Umar Hasyim, tolerance is the granting of freedom to fellow human beings or to fellow citizens to practice their beliefs or regulate their lives and determine their respective fates, as long as carrying out and determining their attitude does not violate and does not conflict with the conditions for the creation of publicity and peace in society (Yamin, 2011).

According to W.J.S. Poerwadarminta in the general Indonesian dictionary, tolerance is a tolerance attitude in the form of respecting and allowing an opinion, opinion, view, belief, or others that are different from one's stance. From several definitions that have been mentioned by the experts above, it can be concluded that the attitude of social tolerance is an individual awareness that determines real actions to behave in a certain way towards others and prioritize social goals rather than personal goals in people's lives. Tolerance is said to be an evaluative response. The response will only arise when the individual is faced with a stimulus that requires an individual reaction. Evaluative response means that the form of reaction expressed as an attitude arises based on an evaluation process within the individual that concludes the stimulus in the form of good-bad, positive-negative, pleasant, and unpleasant values, which then crystallize as a potential reaction to the attitude object (Humaisi, 2012).

C. Social Studies Learning

Social Sciences can be defined as a reviewer or study of society. In studying a society, an educator can conduct studies from various social perspectives, including studies through teaching history, geography, economics, sociology, anthropology, government politics, and social psychological aspects that are carried out in a simple way to achieve the objectives of learning. The definition of Social Studies was first put forward by Edgar Bruce Wesley, who argued that "Social Studies are the Social Sciences Simplified Pedagogical Purpose" meaning that Social Studies are social sciences that aim at education (Sapriya, 2009). So Social Studies or Social Studies is a learning program that aims to help and train students to be able to have the ability to recognize and analyze a problem from various perspectives comprehensively.

Social studies learning is not all about knowing the concept of material, but students must have awareness and a sense of responsibility, behave positively and protect the environment. As revealed by Nursid that social studies subjects aim to develop the potential of students to be sensitive to social problems that occur in society, have a positive mental attitude towards repairing all inequalities that occur, and are skilled in overcoming every problem that occurs daily, both those that befall themselves and themselves. that affect people's lives. Social studies learning is always related to a human life that is in society and includes all their behavior and needs. In social studies learning, namely those who study, examine, and examine a system in human life on the surface of this earth in its social context, because humans are members of society.

D. DATA EXPOSURE

Planting the Character of Tolerance in Social Interaction Materials in Social Studies subject for class VII at MTs Sulamul Huda. The implementation of character education in the school environment must be carried out inside and outside the classroom. This is in line with what was said by Ustad Sangidun, M. Pd. I was the principal of MTs Sulamul Huda when the researcher conducted the interview. Ustad Sangidun said: "Character education is always aligned with the subjects in MTs Sulamul Huda, this is done to instill character elements in it".

The process of integrating character education is carried out with efforts as explained by Ustadzah Fori as deputy head of the MTs Sulamul Huda curriculum, that the integration of character education into each subject is carried out with continuous, spontaneous, programmed, and role models. This is in line with what Ustad Sangidun as the Head of MTs Sulamul Huda said, he said that the school strives for the implementation of character education to foster student tolerance by scheduling and realizing character education, both in curricular and extracurricular activities, reminding every teacher to include elements of character education. -element of character education in each learning device.

According to Ustadzah Renita a social studies teacher at MTs Sulamul Huda, the process of integrating character education into social studies subjects is how to integrate character education with social studies subjects by instilling elements of character values in learning, especially in social interaction material. a nation where from these 18 characters the researcher focuses on research related to the cultivation of the character of tolerance. Based on the data that the researchers got when the researchers conducted a survey at MTs Sulamul Huda, specifically related to the cultivation of the character of tolerance in social interaction

materials in social studies learning at MTs Sulamul Huda. The researcher focuses on 1 character, namely Tolerance with the presentation of Social Interaction material.

Character building is a process of growing and developing noble values for students so that they always carry out their duties and obligations towards others and respect differences with a sense of tolerance. The learning model is a method or pattern used by teachers to convey new material and things. What is used by Ustadzah Renita in conducting learning is contextual learning. One of the teacher's efforts in achieving the formation of the character of tolerance in students is the holding of learning and giving examples by the teacher, as well as introducing students to lessons inside and outside the classroom. With the contextual approach taken by the teacher, it is hoped that students will be actively involved in communicative activities and have better results in their understanding.



Figure 2. Social studies learning in class

Regarding the teacher's function in educating students, Ustadzah Renita herself as a social studies teacher explained the function of the teacher:

"So the teacher's function is as a facilitator or nurturing in the sense that when responding to differences and diversity of opinion in the learning process, such as when discussions and differences of opinion occur, he can straighten it out to students, as well as become an expectation that students are able to master knowledge, skills, and abilities.), then attitudes and values (Attitude and values)."

From the interview, it can be seen that a teacher must protect, serve and facilitate his students, which every student has a variety of different characteristics. Then equipped with knowledge, skills, attitudes, and values that can be used as the ability to solve personal and other problems, and can make reflective decisions, and actively participate in social life. A habit that has been carried out in the MTs Sulamul Huda school environment certainly has Islamic values, such as praying dhuha, reading the Koran every morning, getting new language vocabulary, praying in congregation, and memorizing short letters. This can foster a sense of kinship between students and can make them have a tolerant character in each individual.

Obstacles in Cultivating Tolerance Characters in Social Interaction Materials in Social Studies Subjects for class VII at MTs Sulamul Huda

Constraints are one of the factors that can hinder the purpose of education and are related to the learning process in social studies subjects, especially social interaction material for class VII and in the MTs Sulamul Huda environment in general. The obstacles in inculcating the character of tolerance in MTs Sulamul Huda that researchers encountered during the research process at MTs Sulamul Huda were as follows:

"The obstacle in inculcating the character of tolerance at MTs Sulamul Huda is that students have not fully implemented these values, because some of them are still concerned with their egos because they feel they are better than other friends, so it is necessary to change the mindset of some of the students concerned."

Ustad Ihsanuddin as the homeroom teacher for class VII also added an explanation regarding how students behave outside the room even on other subject matter as follows:

"There are students who easily understand how to respect their fellow friends, but there are also those who need to be reminded to take care of their friends' feelings, because of the habit of making fun of jokes that are sometimes still carried out, even though the intention is to lighten the atmosphere and get to know their friends, but it's still wrong, so there needs to be guidance regarding their tolerance attitude".

Character formation must be done from an early age to provide habituation to students. Teachers are required to provide learning and good examples to students because basically, junior high students are still teenagers who need examples in attitude. In addition to school teachers, they also strive to provide the best curriculum so that students have a qualified knowledge base.

The solution to the problem of inculcating the character of tolerance in Social Interaction material in the Social Studies Learning Process for class VII at MTs Sulamul Huda.

According to Ustad Sangidun as the principal of MTs Sulamul Huda, the solutions to overcome the obstacles that occur are:

"Always cooperate with parents/guardians in implementing character education for students through homeroom teachers, BK teachers, and Public Relations by forming a WhatsApp group for guardians/parents, motivating students to be able to socialize with the right environment so as not to be negatively affected, and provide little sanctions for what makes them intolerant of fellow students".

Data Planting tolerance character in social interaction material in social studies learning class VII at MTs Sulamul Huda.

Character education has the aim of forming and instilling the behavior, mindset, and attitudes of students to become more moral, broad-minded, and have good morals (Sidi, 2001). Where global challenges are getting bigger, it is certainly hoped that educators can direct and develop the three bits of intelligence, both intellectual, emotional, and good morals for students. Forming a young generation who can control emotions and have an attitude of tolerance needs to be emphasized in its cultivation, where social studies teachers play an active role in instilling attitudes to class VII at MTs Sulamul Huda.

As Hartono Kasmadi said that the teacher's role is vital and multifunctional, such as a social studies teacher who doubles as a mentor, a subject teacher, a bridge between generations, a seeker of knowledge, a teacher as well as a counselor as well as a creative stimulus and authority (Zubaidi, 2011). The teacher has a fundamental function where he is very influential in the learning process at school, where the teacher is a reflection of a good example for his students, starting from his actions that will be imitated and noticed by his students a little or a lot.

Analysis of Constraints in Cultivating Tolerance Characters in Social Interaction Materials in Social Studies Learning Class VII at Mts Sulamul Huda.

Character education is developed through a comprehensive approach, using a school as an opportunity to develop character (Zubaidi, 2011). Until it can instill good things in class VII students at MTs Sulamul Huda. In the implementation of planting tolerance characters, especially in social interaction material in social studies subjects for class VII at MTs Sulamul Huda, there are several obstacles in its implementation, based on the results of field findings by researchers, there are several obstacles to planting students' tolerance characters, including:

a. Family Factor

The family is the home for the development of a child. Starting from the first interaction and communication carried out in the family then the family is very decisive in the formation of the child's character. The lack of attention and support as well as the role of parents and other families in planting the character of tolerance is an obstacle to planting this character.

b. Environmental factor

The environment where students live or the social environment is also an obstacle factor in inculcating the character of tolerance in students. Where they still have a reluctance to help or empathize with other friends, besides that, the influence of technology makes students focus on the world of games and other social media that have negative effects, thus creating distance between one another.

c. Factors from Students

Internal factors or from students themselves such as lack of motivation, lack of understanding of students towards character education, and an embedded mindset that students learn or not, please help or not, bullying will also go to class, this is one of the factors that become an obstacle in planting tolerance character, especially in MTs Sulamul Huda.

Solution Analysis of Obstacles in Cultivating Tolerance Characters in Social Interaction Materials in the Social Sciences Learning Process Class VII at MTs Sulamul Huda.

According to Saad & Ghani, problem-solving is a planned process carried out to get a certain solution to a problem that may not be obtained immediately. Problem-solving is needed if we want to achieve certain goals but with uncertain solutions. In other words, if a student is trained in solving the problem, the student will have skills in solving problems well, producing appropriate information and analyzing information, and concluding the results obtained (Zubaidi, 2011). In

overcoming the existing obstacles, we need a solution that can provide a way out of these obstacles. Based on the field findings that the researchers got when researching at MTs Sulamul Huda, the solutions to the problem of planting tolerance characters are as follows:

1. Principal's Control

The head of MTs Sulamul Huda Ustad Muh Sangidun always plays an active role in evaluating the implementation of learning in each class. Control is carried out to make all elements in the school monitor. This is very necessary for the effort to instill tolerance character in MTs Sulamul Huda. The principal's control is carried out by collaborating with parents/guardians in the implementation of character education for students through homeroom teachers, forming Whatsapp groups with guardians/parents of students, and motivating students in maintaining and choosing which associations to follow and in what environment. As students develop, it is expected that students have the right environment so that they are not easily exposed to negative things that are far from the values given. Giving sanctions to students who violate, because the role and policies of the principal are also one of the determining factors for the success of inculcating the character of tolerance in students at MTs Sulamul Huda.

Control is carried out by the principal of MTs Sulamul Huda in conducting evaluations and school assessments of the implementation of character education at MTs Sulamul Huda which is carried out by:

- 1) After the flag ceremony is held, there is an evaluation of the students' characters and provides motivation so that students apply character education to the maximum
- 2) At the monthly meeting with the teachers, an evaluation will be carried out regarding the character of the students
- 3) Remind teachers to always be an example and provide character planting to students in the learning process in class and be a good role model for them

2. Teacher's Active Role

The role of the teacher is one of the keys to success in implementing the character of tolerance in students at MTs Sulamul Huda. Because it is the teacher who interacts with them every day both in learning and outside the classroom, as well as being a good role model related to the character of tolerance, this will have a positive impact on inculcating the character of tolerance for students, especially grade VII at MTs Sulamul Huda.

CONCLUSION

The character of tolerance in social interaction material in social studies learning class VII at MTs Sulamul Huda, the academic year 2021/2022 can be concluded in the cultivation of the character of tolerance carried out by social studies subject teachers on the material of social interaction in Class VII MTs Sulamul Huda can be seen from the results that researchers got from interviews, observations and documentation at MTs Sulamul Huda using qualitative methods. It can be seen that the embedding of the character of student tolerance by social studies subject teachers have been carried out, this can be seen from the learning process that has been carried out. Where students exercise love for other students, deliberation for consensus, and mutual respect for the opinions of other friends. Where teachers use contextual methods in their learning, this

method makes children understand more about social interaction material because it is aligned with students' daily lives.

The cultivation of the character of tolerance certainly does not always run smoothly, there are still several things that become problems and obstacles in its implementation. Starting from the behavior of students towards other students. Factors that do not focus on social interaction material in social studies learning. This is caused by several factors ranging from family factors, and environmental factors to personal factors. Where in the world of education, motivation is of course very important to give the spirit to achieve good values. Meanwhile, the solution to the problem of inculcating the tolerant character of students in social interaction material for social studies subjects for class VII at MTs Sulamul Huda is the control of the principal. The principal is the administrative head of the school, besides that he is an evaluator when problems occur in the school. Such as providing direction and motivation for students in ceremonies held every 2 weeks, besides that the principal also provides evaluations for teachers in monthly meetings that are held. The next solution is that the teacher's role is one of the keys to success in the implementation of inculcating the character of tolerance in students at MTs Sulamul Huda. Because it is the teacher who interacts with them every day both in learning and outside the classroom, as well as being a good example related to the character of tolerance.

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