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## Implementation of the Character of Social Tolerance in Junior High School Students through Video-Based Social Studies Learning

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### Abstract

The aims of this study were 1) to find out the strengthening of social tolerance formed by schools through video-based Civics learning. 2) To determine the strategy for implementing video-based IPS learning at SMP Negeri 2 Sumenep. This study uses a qualitative research approach with data collection techniques using interviews, observation, and documentation. The results of this study state that students at SMP Sumenep still need to strengthen their character of social tolerance. Strengthening the nature of social tolerance is carried out by schools by making student reference books and student journals to build tolerance, especially in instilling values such as democracy, patience, and respect for differences. In this case, The teacher's role is to strengthen the character of tolerance through social studies learning. IPS learning can be done through guided habituation activities using video-based media.

**Keywords:** Character Of Social Tolerance, Video-Based Social Studies Learning

### Introduction

Strengthening character is a process or movement faced with various character modification problems (Verkuyten et al., 2023). Character strengthening has several objectives, namely: by developing and teaching unique personalities through the application of universal ideas, children will learn about ethics, responsibility, and caring. The parties involved in strengthening the feeling of junior high school students are schools, teachers, and parents. Schools build a character education process through the learning process, extracurricular activities, and collaboration with families (Anshari et al., 2022). The character strengthening discussed in this article is strengthening the character of social tolerance. But tolerance is an appreciation and respect for a difference. Character education is efforts that are designed and carried out

systematically to instill students' behavioral values related to God Almighty, self, fellow human beings, the environment, and nationality, which are embodied in thoughts, attitudes, feelings, -laws, and actions based on religious norms, rules, manners, culture, and customs. Character building is a necessity that needs to be a concern for all parties (Putro et al., 2022). This is reinforced by Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System (Müller & Rau, 2021), which states that "education functions to develop capabilities and shape dignified national character and civilization in the framework of educating the nation's life." Based on this definition, it can be interpreted that the function of education is not merely to develop abilities but is also intended to form the character and civilization of a nation with dignity. A dignified country is characterized by a government with noble and

intelligent morals as the goal of national education.

In the development process, a person's character is influenced by two factors, namely environmental factors (nurture) and intrinsic factors (nature). Psychologically, character behavior is an embodiment of a person's Intelligence Quotient (IQ), Emotional Quotient (EQ), Spiritual Quotient (SQ), and Adverse Quotient (AQ) potential (Abdullah et al., 2019). If, by definition, the character is the nature of a person in responding to situations morally; the heart of the human soul, ranging from wishful thinking to being incarnated as energy; ways of thinking and behaving that are characteristic of each individual to live and work together, both within the family, community, nation, and state; set of attitudes, behaviors, motivations, and skills; a person's character, character, morals, or personality which is formed from the results of internalization as a virtue that is believed and used as a basis for perspective, thinking, behaving, and acting (Eko & Putranto, 2019).

During increasingly acute moral degradation like today, not all students experience the same thing. However, behind this moral decline, some still uphold commendable character values in everyday life. Based on the results of the pre-survey, researchers found that one school still actualizes character education, namely SMP Negeri 2 Sumenep. Researchers conducted research at this school because this school had students who had good character, excelled in extracurriculars, upheld religious values, and had been a pilot for the 2013 Curriculum.

Tolerance is a social culture created by a person or group responding to a willing reference to a doctrine or difference in everyday life (Kawangung, 2019). Tolerance becomes a character strength that fosters peace and easily replaces a culture of conflict (Dong et al., 2020). Social tolerance is respecting the diversity of backgrounds, opinions, and beliefs among the people around us through attitudes and behavior (Nugmanovna et al., 2022). That is, a person or group can show respect and admiration for other people with different identity backgrounds, such as ethnicity, race,

class, or religion. Strengthening the character of social tolerance can be done through IPS learning (Adityas, 2022). Social Studies is a subject about democratic values that also educates us about morals and norms in general and are interrelated. The purpose of IPS is to foster insight and awareness of the state, as well as develop an attitude of love for the motherland based on the philosophical culture of the Pancasila Nation so that students can not only acquire knowledge about ethics and morals regularly but also more importantly, that they will be able to apply it in their daily lives (Hidayati et al., 2020). Through social studies strengthening the character of tolerance, students are expected to be able to build character as decent citizens who exemplify an excellent way of life without discriminating against groups (Hardiansyah, 2022). Strengthening the character of tolerance is not only through manual social studies learning, meaning that the learning process is only teacher-centered without the application of exciting learning media for students. One of the learning media that attracts students' attention is video. All material (software) and hardware/equipment (hardware) that can be seen, heard, or touched by the five senses are considered video media. Video is also a tool or media that provides audiovisuals with accurate moving visuals. Therefore, through video-based social studies learning, strengthening the character (student activity journal, student contact book) of student social tolerance (Hardiansyah et al., 2022).

## Methods

This study uses a qualitative approach because of the problems and research focus. This study's topic and research focus came from various data that had been studied and then collected in the form of interviews or observations relevant to the problem under study. Based on this research, school principals and social studies educators were interviewed, observed, and documented as part of the data collection process for SMP Negeri 2 Sumenep. Interviews were conducted for 10 – 30 minutes. Observations were made through observing behavior in several grades 9 of SMP



Negeri 2 Sumenep. explained that qualitative research is a research method based on a postpositivist philosophy that is used to study natural conditions (not experimental conditions), triangulation survey techniques (combined), inductive/qualitative data analysis, and qualitative research results that focus on specifics rather than generalizations.

Researchers used the interview method in the form of questions to the Principal, Deputy Student Affairs, Social Sciences Teacher, and Grade 9 Students. Primary data sources in this study included: Principals, Deputy Student Affairs, Social Sciences Teachers, and Grade 9 Students. Data collection techniques were conducted by interview, observation, and documentation. The steps in data analysis include data reduction, data presentation, and conclusion. This study's validation technique uses source, method, and technique triangulation.

### **Result And Discussion**

#### **Strengthening the character of social tolerance in grade 9 students of SMP Negeri 2 Sumenep through video-based social studies learning**

Strengthening the character of social tolerance in grade 9 students of SMP Negeri 2 Sumenep through video-based learning refers to the school's vision and mission and is supported by school regulations (policies) and rules. School rules are related to strengthening the character of student tolerance, including making a contact book containing rules (schedule of learning activities, program of school attribute equipment) and student activity journals. The liaison book produced by the school aims to determine the level of discipline of students (late to class, leaving school lessons without school permission, not participating in official school activities without explanation, disrupting the orderliness of the teaching and learning process, not doing school work, etc. against school rules. Meanwhile, journals containing student activities made by schools aim to find out students' daily activities, both at school and outside school, whether they are by the correct values and norms and desire to train students'

life skills. Based on the activity journal, it will be known that students' character varies based on the habituation of each activity. Therefore, from some of the activities above, it is necessary to instill and strengthen the values of the caring character of students. Implementation and strengthening of tolerance character values can be obtained in the school environment through the habituation of school activities (respect for teachers, implementing 3S, not discriminating against SARA and others). The character of students' social tolerance must be formed as well as possible from now on because if students do not have good social tolerance characters, it will affect everyday life so that students do not have good ethics (etiquette) and morals towards society and the surrounding environment. This was also expressed by budyono, the Principal of SMP Negeri 2 Sumenep, that strengthening the character of tolerance is very important for students to do and apply; maintaining consistency is necessary for students to reach the highest level of learning achievement.

Based on the findings of observations or observations regarding the attitudes and behavior of students towards the application of school rules, the 9th-grade students of SMP Negeri 2 Sumenep have implemented these rules and regulations correctly. However, some children continue to break the rules. Rules that are still often violated by students, namely: during the learning process, there are still students who do not wear uniforms according to applicable regulations, and there are still students who are late for school. If the rules (policies) made by the school have been complied with by students, then there is no such thing as a violation of school rules. Therefore, strengthening the character of tolerance must be given great attention, especially for students, through examples or examples of the teacher's daily attitude in any activity and must even be included in the lesson plan for each subject. One of the subjects emphasized can shape students' character, namely social studies. Social studies teachers can strengthen students' personalities by habituating school activities (praying regularly before and after the learning process,

giving the best greetings, respecting teachers, speaking politely to teachers and others) and training students' tolerance characteristics. Therefore, some things should be more comprehensive than discourse but must be done and applied in every lesson. Strengthening the character of social tolerance in Sumenep 2 Public Middle School is carried out, namely getting used to school activities starting with the teacher (welcoming students, 3S, cooperation, cleaning the school environment, and others), which is the responsibility of all components of teachers and students. Sumenep 2 Middle School students are peaceful regarding differences (ethnicity, religion, race). Even though there are some differences between the students, it does not make it all divided because the students have been given insight by the teacher with a commitment related to tolerance. As is the case in Sumenep 2 Public Middle School, where there are activities that teach patience, namely religious celebrations (Maulid Prophet Muhammad SAW) for Muslim students and (Christmas Day) for non-Muslim students, are very routinely held once a year. Even though the students have differences in religion, they are still one. Non-Muslim students continue to participate in Muslim activities and vice versa. This is what causes the formation of the character of tolerance so that it makes close ties of brotherhood among people regardless of the different backgrounds of each student.

**The strategy for implementing social studies learning in strengthening social tolerance for students at SMP Negeri 2 Sumenep is video-based**

The strategy for implementing social studies learning in strengthening the character of social tolerance in students of SMP Negeri 2 Sumenep based on video must be prepared and planned in such a way as to obtain good results. The things that need to be considered in developing a strategy for implementing learning are understanding students' character, knowing problems related to this, and creating a framework for thinking about it. SMP Negeri 2 Sumenep has a routine program that must be carried out to strengthen student character, namely before starting the learning process, all

teachers are required to check student attendance lists (absences) as evidence of enhancing the feeling of tolerance in terms of discipline and the teacher conducts apperception to students to train the level of understanding in thinking. As a result, it can be concluded that the factors that must be addressed in preparing the implementation of learning strategies, namely starting from the readiness of the teacher to guide students (paying attention, including motivation and support to students), innovative and creative learning media, learning methods used As for several strategies in implementing learning to strengthen student character, namely by carrying out several activities including intra-curricular activities or activities held by schools regularly and planned and in which students are asked to participate, co-curricular activities (assignments related to learning material in intra-curricular activities that students must complete), and extra-curricular activities (student demand and talent development activities) taking into account the characteristics of students.

Strengthening the character of social tolerance is very important to be implemented and carried out by students to raise awareness of respect for each other to create good behavior and morals. As for the PPK program (Hardiansyah et al., 2023), it is explained that PPK is a movement in the field of education which is the obligation of academic units to improve the character of students through alignment of hearts, feelings, thoughts, and practices, as well as involvement and collaboration between academic departments, families, and public. Based on the results of research at SMP Negeri 2 Sumenep, rules and regulations related to character strengthening must be obeyed. Most of the 9th-grade students in this school have followed the school rules and regulations. This means that grade 9 students at this school can adequately implement the character strengthening that the school has formed. An example of character support at SMP Negeri 2 Sumenep is the habituation of routine activities. SMP Negeri 2 Sumenep students enhance the nature of student tolerance by making contact books and

student activity journals. SMP Negeri 2 Sumenepo also emphasized that this habituation must be applied daily.

The strategy for implementing social studies learning in strengthening the tolerance character of SMP Negeri 2 Sumenep students starts from the readiness of teachers and students in carrying out the learning process, the suitability of teaching materials with the teacher's learning implementation plan in which there must be character values, habituation by inculcating tolerance attitudes and behavior, self-development activities include a variety of activities according to student's interests and talents such as extracurricular activities, outdoor activities, nationalism activities through celebrations, fulfillment of learning facilities and others. Student character building is carried out by the student body, which is very important to be carried out in schools. According to the Regulation of the Minister of National Education of the Republic of Indonesia Number 39 of 2008 concerning student development; it is stated that student affairs are an activity that aims to develop the potential of students by the functions and objectives of national education, namely students who are healthy, knowledgeable, capable, creative, independent, democratic, and responsible citizens. Therefore, student development must be carried out systematically and continuously. In addition to character building, the strategies carried out in strengthening the character of student tolerance are developing values to strengthen student character through conditioning teaching and learning activities by educators and students. Therefore, students must comply with school rules properly through activities before starting learning, such as the obligation to pray, salute teachers, and celebrate religious holidays (Hardiansyah & Wahdian, 2023).

### Conclusion

Strengthening the character of social tolerance is carried out by developing and further maintaining the potential in critical thinking, behaving, and speaking good language by applicable norms. They are

strengthening the character of social tolerance in students of SMP Negeri 2 Sumenep through video-based social studies lessons carried out by the teacher. Video-based Civics learning is in the form of a snippet of material (motivation) related to strengthening the character of student tolerance displayed through the LCD projector of each class. The strategy for implementing social studies learning to enhance the nature of social tolerance in students at SMP Negeri 2 Sumenep starts from the readiness of teachers and students to carry out the learning process, the suitability of teaching materials with the teacher's learning implementation plan in which there must be character values, habituation by instilling attitudes and behavior tolerance, self-development activities covering a variety of activities according to student's interests and talents such as extracurricular activities, outdoor activities, nationalism activities through celebrations, fulfillment of learning facilities and others. As for learning activities such as habituation by cultivating tolerance attitudes and behavior, self-development activities covering various activities according to student's interests and talents (extracurricular activities, outdoor activities, nationalism activities through celebrations, and others). The development of character-strengthening values for SMP Negeri 2 Sumenep students can also be carried out through conditioning of learning activities by the teacher (controlling school attributes and equipment, holding student attendance). Therefore, students must obey school rules properly through several exercises (before starting learning, it is mandatory to pray and salute the teacher and others).

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