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1	The Implementation Of Tolerance Character Education Through Social Science Learning In Elementary School	Artikel	7 %

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Sumenep, 23 Maret 2023


Pemeriksa

The Implementation Of Tolerance Character Education Through Social Science Learning In Elementary School

by Framz Hardiansyah

Submission date: 26-Jun-2022 03:35AM (UTC-0400)

Submission ID: 1862973552

File name: cek_plagiasi.docx (80.76K)

Word count: 6479

Character count: 36007

THE IMPLEMENTATION OF TOLERANCE CHARACTER EDUCATION THROUGH SOCIAL SCIENCE LEARNING IN ELEMENTARY SCHOOL

IMPLEMENTASI PENDIDIKAN KARAKTER TOLERANSI MELALUI PEMBELAJARAN IPS DI SEKOLAH DASAR

Abstract

The impact that occurs when this nation loses the character of tolerance will cause the collapse of the unity and integrity of the Indonesian government so that the Indonesian country can be divided by other countries, and there will always be conflicts between individuals or groups. This study aims to determine the implementation of tolerance character education through social science learning in elementary schools and the level of student understanding in implementing tolerance character in everyday life in the school environment. In this study, what is used to support the implementation of the formation of tolerance character is social studies learning material respecting ethnic diversity and culture model "MAMAT." In this study, the data collection techniques used were interviews, observations, and questionnaires. The type of research used is descriptive qualitative with a percentage formula. The objects used are SDN Baban I Sumenep, totaling 46 students and various students, both religion and place of origin. Data Analysis Techniques This research uses the percentage formula on the questionnaire and observation sheets. The results of this study indicate that the implementation of tolerance character education through social science learning in elementary schools can be applied very well. Educational institutions must continue to pay attention to the character learning process even though it is only inserted into the core learning (field of study) so that the character education process can continue to run well and always socialize various learning models.

Kata Kunci: Tolerance Character Education, Social Studies Learning.

Abstrak

Dampak yang terjadi ketika bangsa ini kehilangan karakter toleransi akan menyebabkan runtuhnya persatuan dan kesatuan pemerintah Indonesia sehingga negara Indonesia dapat terpecah belah oleh negara lain, dan akan selalu terjadi konflik antar individu atau kelompok. Penelitian ini bertujuan untuk mengetahui pelaksanaan pendidikan karakter toleransi melalui pembelajaran IPS di sekolah dasar dan tingkat pemahaman siswa dalam menerapkan karakter toleransi dalam kehidupan sehari-hari di lingkungan sekolah. Dalam penelitian ini, yang digunakan untuk mendukung pelaksanaan pembentukan karakter toleransi adalah materi pembelajaran IPS menghargai keragaman suku dan budaya model "MAMAT". Dalam penelitian ini, teknik pengumpulan data yang digunakan adalah wawancara, observasi, dan angket. Jenis penelitian yang digunakan adalah deskriptif kualitatif dengan rumus persentase. Objek yang digunakan adalah SD Baban I Sumenep yang berjumlah 46 siswa dan berbagai siswa, baik agama maupun daerah asal. Teknik analisis Data penelitian ini menggunakan rumus persentase pada lembar angket dan observasi. Hasil penelitian ini menunjukkan bahwa pelaksanaan pendidikan karakter toleransi melalui pembelajaran IPS di sekolah dasar dapat diterapkan dengan sangat baik. Lembaga pendidikan harus tetap memperhatikan proses pembelajaran karakter meskipun hanya diselipkan pada pembelajaran inti (bidang studi) supaya proses pendidikan karakter dapat tetap berjalan dengan baik dan selalu mensosialisasikan macam-macam model pembelajaran.

Keywords: Pendidikan karakter toleransi, pembelajaran IPS.

1. Introduction

In essence, humans in this world want to live in peace without any conflicts that arise and cause divisions (Sahin, 2011). Peace is defined as calm and comfort wherever and whenever possible without any war. A *great nation* is a nation that can maintain peace among existing differences by having a tolerant character so that it can uphold the value of unity and integrity (Wahyudi, 2017). In line with the swift currents of globalization, the essence of tolerance that creates peace begins to fade (Istiningsih, 2016). This can be seen through the problems that arise in society due to the decline in character values (Hardiansyah, Budiyo, & Wahdian, 2021). The decrease in the value of the nation's character has become a sharp public spotlight. It has been widely discussed in various local, national, and international forums by community leaders, educators, and social observers (Sahal, Musadad, & Akhyar, 2018). Problems in the community include the number of acts of violence, sexual harassment, corruption, fights between students, murders, and clashes between residents or tribes (Hardiansyah, 2020).

Problems regarding the decline in character values experienced by the nation today are caused by individuals who are proud to follow a westernized lifestyle (*westernization*) so that the Indonesian culture that each individual owns becomes marginalized (Supriyanto, Hartini, & Wahyudi, 2019). The loose grip on religion causes each individual to feel accustomed to doing things, violating rights, laws, and moral values, and not respecting one another (Zakso, Agung, Susanto, & Capnary, 2021). The absence of a severe will from the government and a materialistic, hedonistic, and secularistic culture is also the cause of the decline in character values experienced by this nation (Nugraha & Firmansyah, 2020).

The fading of character values experienced by this nation can have an impact. The impact that occurs when this nation loses the character of tolerance will cause the collapse of the unity and integrity of the Indonesian government so that the Indonesian country can be divided by other nations (Karmadi, 2007). There will always be conflicts between individuals or groups. This is because the people who cannot respect one another do not care about the differences and only care about personal interests and cling to their respective egos (Mufidah, 2017). For this nation to have a strong tolerance character to build a better national character instilled in every individual soul, the government has made efforts to improve education (Sari & Indartono, 2019).

Improvement of education can be made by implementing character education. Character education is one of the efforts to overcome the problem of character decline in Indonesia (Manurung, Sumantri, & Utomo, 2018). The character can be interpreted as a fundamental value that shapes a person's personality in society and heredity (Leung, Cloninger, Hong, Cloninger, & Eley, 2019). At the same time, character education is an effort of a teacher to teach and apply values to his students (Nurdi & Sutarna, 2020). There are 18 characters set by the government, one of which is the character of tolerance. The character of tolerance is an attitude of respect for differences, namely differences in religion, ethnicity, opinion differences, attitudes, and behavior of others (Sri, Agus, Amien, Anwar, & Rezki, 2020). One application of the character of tolerance is by teaching the values of mutual respect, both between individuals and between cultures in society (Fatmawati, Khotijah, & Erviana, 2018).

With tolerance can produce peace among humanity. The Indonesian state very much needs the character of patience because Indonesia is a country that has various cultures and religions or is referred to as a multicultural country (Juwita, Salim, & Winarno, 2018). The character of tolerance with multiculturalism is closely related

because patience is needed to appreciate and accept differences, and multiculturalism is a form of difference. Multiculture is a sunnatullah that cannot be changed into Monoculture. The community has not entirely accepted multiculturalism; this is because many people still discriminate between religions and cultures, leading to conflict and divisions (Brata Ida Bagus, 2016). Therefore, cultivating tolerance for character values is needed early, especially in elementary education.

Primary education is the most critical and essential education in instilling character values (Hardiansyah & AR, 2022). In this education, elementary school students have entered a concrete operational period, so it is straightforward for teachers to instill the character value of tolerance (Anker & Afdal, 2018). Applying the value of the character of tolerance in elementary school students is needed to teach students to appreciate differences because, in one class, there are various kinds of students with different cultural or religious backgrounds (Willems, Denessen, Hermans, & Vermeer, 2010). It has been found that elementary school students still like to discriminate among their friends due to different religions, ethnicities, languages, and opinions.

This results in fights in class and causes disorganization among students. The cultivation of the value of the character of tolerance can be applied in a lesson, especially in learning Social Sciences (Martell & Stevens, 2017). Social Sciences examines facts, concepts, and generalizations related to social issues. Social Sciences is a subject that combines basic concepts from various social sciences that are compiled through educational and psychological approaches and their feasibility and meaning for students and their lives (Chia, 2015). Social studies material includes history, economics, geography, and sociology. Students are directed to become good citizens and have good character through social studies learning. So that social studies learning can be enjoyed by students and does not make students bored, it is necessary to have a learning model.

One of the learning models that can be applied to social studies learning is the learning model MAMAT (Make a Match). The MAMAT (Make a Match) learning model is a PAKEM (participatory, active, creative, effective, and fun) learning model with a suitable method (Cooperative Learning) which prioritizes teamwork. The goal achieved is not only the ability to master the subject matter but also an element of cooperation for mastering the material (Harefa, 2020). The model MAMAT (Make a Match) can make students active and interact to mingle with all their friends. This model involves all students in one class so that students will not discriminate between one another and can be applied to all materials, especially material respecting ethnic and cultural diversity in Indonesia (Fauhah & Rosy, 2021). One of the advantages of this technique is that students look for partners while learning about a concept or topic in a pleasant atmosphere (Nurfiati et al., 2020). Through the model "MAMAT (Make a Match)," teachers can implement character in students, especially tolerance. Based on the description above, the researcher has a positive interest in researching implementing tolerance character education through social studies learning in elementary schools.

2. Research Method

This study uses a phenomenological qualitative approach, which seeks to explain and capture meaning in the form of concepts or phenomena of experience based on the awareness in several individuals through case study designs. Applying phenomenology explains the relationship between the phenomenon under consideration and everyday life's values, beliefs, norms, symbols, language, and practices. The data

for this research is qualitative. The head of SDN Baban 1 Sumenep, teachers, grade 5 students, and parents were the data sources in this study. The principal consists of 1 person, 2 teachers, and 46 students, providing primary data for this study, plus the opinion of the students' parents, who were randomly selected as secondary data sources. Primary data sources are principals, teachers, and students because these three components are the object of this research. Parents of students are subjects who know the role of the three primary data sources. This study collects data through semi-structured interviews, unstructured observations documentation, and questionnaires.

Table 1. Teacher teaching activities observation instruments

No	Observed aspects	Indicator	Assessment criteria				
			5	4	3	2	1
1	Initial activity	<p>Review of learning involving the value of the character of tolerance</p> <p>Provide motivation by instilling an attitude of tolerance which includes respect for differences of opinion, respect for differences in attitudes and actions of others, and respect for differences in ethnicity and religion</p> <p>Appreciation by involving the character of tolerance which includes respect for differences of opinion, respect for differences in attitudes and actions of others, and respect for differences in ethnicity and religion</p> <p>Explaining learning objectives related to the character of tolerance which includes respecting differences of opinion, respecting differences in attitudes and actions of others, and respecting ethnic and religious differences</p>					
2	Core activities	<p>Presenting material respecting the diversity of ethnic groups and cultures in Indonesia related to the character of tolerance and assisted with props in the form of images of ethnic groups and cultures</p> <p>Divide students into study groups without discriminating against students (tolerance)</p> <p>Provide student worksheets on material respecting ethnic and cultural diversity in Indonesia that involves the character of tolerance</p> <p>Guiding students in working on worksheets without discriminating against students (tolerance)</p> <p>Prepare students to find partners in the use of models</p> <p>make a match that involves the character of tolerance</p>					

- Ask the students who found their partner to read the questions and answers from the pair search
- Ask each of the other pairs of students to respond to the results of the other pairs
- Provide feedback to students
- 3 End activities
 - Give rewards to students who manage to find a partner and are active in answering
 - Guiding students to conclude learning that involves the character of tolerance
 - Helping students to evaluate learning that involves the character of tolerance
 - Closing the lesson

Total Score

Percentage / Category

Data collection instruments include interview transcripts and school bookkeeping documents and interview guidelines, and documentation sheets with checklist data analysis using Miles and Huberman's content analysis model. The questionnaire used in this study is a multiple-choice questionnaire to answer the statement by circling or giving across. The selection of alternative answers was done using Likert scale. The Likert scale measures attitudes, opinions, and perceptions of a person or group of people about social phenomena. With Likert scale, the variables to be measured are translated into sub-variables and then the sub-variables are translated into components. Components are used as a starting point for compiling instrument items which can be in the form of questions or statements, which respondents then answer. Each statement has four answer choices: always, often, sometimes, and never. For qualitative descriptive analysis using the percentage formula, the answers were given 4 = always, 3 = often, 2 = sometimes, and 1 for the answer never. Persistence of observation, triangulation, and referential adequacy are all indicators of the validity of the data used in this study. The author provides a detailed, clear, systematic, logical, and rational description of the research results on the implementation of tolerance character education through social studies learning and its application in everyday life. Thus, the research results will be easily understood by others and will show the accuracy of the research. Testing for dependability in qualitative research requires an audit of the entire research process.

To ensure the reliability of this research, the authors define the research problem, travel directly to the field, select data sources, analyze the data, test the validity of the data, and draw conclusions. Along with the previously mentioned activities, photographs can be included in the data collection process to strengthen the evidence that the researcher researched the field. Thus, researchers conduct field research and collect data in research reports. In this study, confirmability was built by connecting research findings with the process used to collect data on the implementation of tolerance character education through social studies learning and its application in everyday life in the school environment.

3. Results and Discussion

Implementation of character education is needed by everyone because without character education, there will be problems with decreasing character values, and a

person's personality will not be formed into a good person. Character education is an effort to educate students to have good attitudes and behavior. Based on the explanation above regarding character education, from the research results conducted by researchers at SDN Baban I Sumenep, the school has implemented character education. This was stated by the Principal of SDN Baban I Sumenep as follows "This school has implemented character education since we participated in the UKS competition in 2009. Our school had always implemented character education before there was a character-based curriculum."

The same thing was also expressed by Mrs. Wiwik, who is a fifth-grade teacher at SDN Baban I Sumenep, said "Character education in this school has been implemented long ago before the character-based education curriculum was implemented here; it is just that the term used is called habituation. Every monday, we always check students uncut fingernails, long hair student, students were told to clean their ears. When I first taught at this school, character education was implemented, such as the teachers standing next to the gate to greet the children in an orderly manner." Not much different from what the Principal and Mrs. Wiwik said, Mr. Suryawan, who is one of the teachers at SDN Baban I Sumenep, also stated as follows "this character education has been implemented for a long time before there was a character-based curriculum, and in this school, it was first carried out character education which used to be called habituation."

based on statements from sources, it can be concluded that SDN Baban I Sumenep has implemented character education, even before the existence of a character-based curriculum. The term that used to be used was not character education but habituation. The implementation of character education is carried out by the principal and all parties concerned, such as teachers or educators. However, the teacher plays an essential role in the implementation of character education in schools to form good character in students. Tolerance character education has been implemented at SDN Baban I Sumenep through habituation or learning materials insertion. This was stated by the Head of SDN Baban I Sumenep, namely "In learning it can be seen that the characters are formed, for example, children are asked to have group discussions, in the discussion the character of cooperation has been seen. As for the character of tolerance, it is included because children are grouped in various ways. I as the school principal do not intervene directly in the classroom, but I only monitor the teacher when submitting the RPP and Syllabus for learning at that time, if there is something that has not been written there then I will convey it directly to the teacher ".

Mrs. Wiwik also conveyed the same thing as a fifth-grade teacher at SDN Baban I Sumenep, namely "when the teaching and learning process is going on, the teacher usually applies several characters under certain conditions, such as during group discussions. during group discussions, it will be clear that character education is cooperation, courage, so they can respect each other's opinions when they have opinions in the group." From the explanation of the resource persons, it can be said that tolerance character education has been implied in the learning material, namely by inserting the character during the delivery of the material or during the learning process.

From the interviews, researchers can find out that teachers at SDN Baban I Sumenep have used learning models. This is evident from the narrative of the fifth-grade teacher, Mrs. Wiwik when asked by the researcher about using the learning model *MAMAT (Make a Match)* "I have used this model but not often; the model can also be used as a support for the delivery of material and of course can apply the character

along with the material." The same thing was also conveyed by Mr. Wawan, a teacher at SDN Baban I Sumenep, namely "I have used this model like several cards are paired. I use that model when delivering social studies lessons on ethnic and cultural diversity. The material can be used for the application of the character of tolerance. Similarly, what was conveyed by the principal regarding learning models that can be used as a support in the delivery of character application materials, namely "of course the learning model can be used as a support when delivering material. Of course it will affect the character, we leave the learning models to the teacher and adapt them to the conditions and learning at that time. we only monitor the implementation of learning and can see the results in the class data, if the result is 70% then it is successful but if it is below 70% it does not work and look for the reason why it doesn't work".

From the explanations of the fifth-grade teacher and principal, it can be said that the implementation of the character of tolerance in learning has been carried out by inserting the values of the tolerance character into the material. From the explanation above regarding the insertion of character values through the material and the teacher has used various learning models that can be used as a support for the delivery of material, the researchers asked questions to the fifth-grade teacher if the character of tolerance in students was good, what kind of behavior change would be required seen in students "The character of the students in the class is very diverse, such as when a friend is sick, we have to visit him and if one of the students' parents dies, we invite them for ta'ziah, it is a character of tolerance with students and if there is a classmate who is sick, the take it to the UKS or convey it to the teacher, even in those classes we have prepared a first aid kit, that is a form of tolerance for students, if a friend is sick, they can treat it. apply this character of tolerance indirectly".

From the results of interviews conducted by the researchers mentioned above, it can be said that the application of the character of tolerance can be applied very well. This is also supported by the results of the percentage of teacher activity observation data that the observer has given to researchers through teacher learning activities. Mrs. Wiwik conducted the observer, as a fifth-grade teacher and researcher who carried out activities/activities to implement tolerance character education through social studies learning material respecting ethnic and cultural diversity in the model "MAMAT" in elementary schools.

The observations can be known through the observation of teacher activities based on the practical aspects, including initial activities, core activities, and final activities, which are outlined in several learning indicators. The number of indicators consists of 16 indicators. Each learning indicator is given a score description; namely, a score of 5 for the outstanding category, said to be very good if it is very active in carrying out activities according to the learning indicators, a score of 4 for the excellent category if actively carrying out activities carried out regularly. By the learning indicators, a score of 3 for the category is quite good if it does not carry out activities according to the learning indicators, a score of 2 for the poor category if it does little activities according to the learning indicators, a score of 1 for the category is not good if the learning indicators do not carry out the activities. The results obtained by researchers are based on learning indicators, namely with a total value of 69 when the percentage becomes 86.25%⁶ indicating perfect criteria. It is said that the criteria are perfect because, from the results of the analysis of the observation data on teacher activities, it can be calculated using the percentage formula; namely, the total value

obtained from the observer is 69, which is then ²divided by the maximum number of indicators multiplied by the number of indicators which is then multiplied by 100%.

Table2. Teacher Teaching Activities Observation Results

No	Observed aspects	Indicator	Assessment criteria				
			5	4	3	2	1
1	Initial activity	Review of learning involving the value of the character of tolerance	5				
		Provide motivation by instilling an attitude of tolerance which includes respect for differences of opinion, respect for differences in attitudes and actions of others, and respect for differences in ethnicity and religion		4			
		Appreciation by involving the character of tolerance which includes respect for differences of opinion, respect for differences in attitudes and actions of others, and respect for differences in ethnicity and religion			4		
		Explaining learning objectives related to the character of tolerance which includes respecting differences of opinion, respecting differences in attitudes and actions of others, and respecting ethnic and religious differences				5	
2	Core activities	Presenting material respecting the diversity of ethnic groups and cultures in Indonesia related to the character of tolerance and assisted with props in the form of images of ethnic groups and cultures		4			
		Divide students into study groups without discriminating against students (tolerance)			5		
		Provide student worksheets on material respecting ethnic and cultural diversity in Indonesia that involves the character of tolerance				4	
		Guiding students in working on worksheets without discriminating against students (tolerance)					5
		Prepare students to find partners in the use of models					4
		make a match that involves the character of tolerance					4
		Ask the students who found their partner to read the questions and answers from the pair search					4
		Ask each of the other pairs of students to respond to the results of the other pairs					4
		Provide feedback to students					4

3	End activities	Give rewards to students who manage to find a partner and are active in answering	5
		Guiding students to conclude learning that involves the character of tolerance	4
		Helping students to evaluate learning that involves the character of tolerance	4
		Closing the lesson	4
Total Score			69
Percentage / Category			86,25%

$$\begin{aligned}
 \text{Percentage} &= \frac{A}{\text{maximum number of values of the indicator} \times B} \times 100\% \\
 &= \frac{69}{5 \times 16} \times 100\% \\
 &= \frac{69}{80} \times 100\% \\
 &= 86,25\%
 \end{aligned}$$

The results of the percentage of teacher activity are said to be very good, it can be seen based on the percentage criteria, namely 81%-100% is said to be very good because the teacher carries out all stages/steps in implementing character-based social studies learning, 61%-80% is said to be good because the teacher does almost all locations/steps in implementing character-based social studies learning, 41%-60% are said to be good enough the teacher does half the stages/phases in implementing character-based social studies learning, 21%-40% is said to be not good because the teacher does a quarter of the steps/steps in implementing character-based social studies learning, 0% -20% is said to be not good because the teacher does not carry out the stages/steps of learning at all

Based on all exposures to interview data and observations regarding the implementation of tolerance character education through social studies learning material respecting ethnic and cultural diversity in the model "MAMAT" in elementary schools, it can be concluded that the implementation of tolerance character education through social studies learning material respects ethnic and cultural diversity in the model. "MAMAT" in elementary school has been applied, and the results are excellent.

The character of tolerance in the daily life of students in the school environment has gone very well. This is reflected in students' behavior in everyday life who are mutually tolerant between good friends, tolerance in respecting differences in opinions of others, respecting differences in attitudes and actions of others, and respecting differences in religion and ethnicity. The above regarding exposure to interview data is supported by the percentage results from observing student activities. The class followed was class VA with 46 students consisting of 22 male students and 24 female students. There are three religions in this class: Islam, which consists of 19 students; Christianity, which consists of 25 students; and Catholicism, which consists of 3 students. The observations were carried out by the researcher himself and assisted by Mrs. Wiwik Sayekti, S.Pd. as the teacher of class VA, who acted as observer 1 was the researcher herself while the one who served as observer 2 was Mrs. Wiwik Sayekti, S.Pd.

Observation of student activities consists of several practical aspects, including attention, training, and core activities. Each element consists of 14 indicators, and each learning indicator is given a score description; namely, a score of 5 for the excellent

category, said to be very good if it is very active in carrying out activities according to the learning indicators, a score of 4 on a perfect class if actively carrying out activities carried out regularly and by the learning indicators, a score of 3 for the pretty good category if it does not carry out activities according to the learning indicators, a score of 2 for the poor category if it does little activities according to the learning indicators, a score of 1 for the lousy category if it does not carry out activities according to the hands learning.

The results obtained are based on learning indicators, namely the acquisition of observer 1 with a total score of 68 when presented as a percentage to 97.1%, indicating perfect criteria. In comparison, observer 2, with a total score of 61 when given as a percentage, becomes 87.1% meaning excellent standards. The rate of 97.1% is said to be very good because, from the results of the analysis of student activity observation data, it can be calculated using the percentage formula; namely, the total value obtained from observer 1, which is 68, which is then divided by the maximum number of indicators multiplied by the number of hands which is then multiplied by 100%, as well as the percentage of 87.1% is said to be excellent criteria because from the results of the analysis of student activity observation data it can be calculated through the percentage formula, namely the total value obtained from observer 2, which is 61 which is then divided by the maximum number of indicators multiplied by the number of hands—then multiplied by 100%. The percentage gain from the two observers can be averaged with 92% indicating excellent criteria.

Based on the exposure to the observations, it can be concluded that students' level of understanding in implementing the character of tolerance in everyday life in the school environment is excellent. The questionnaire results also support definitive statements contained in interviews and observations. From the questionnaire results before learning, the total score was 2984 with a percentage of 80.02% with reasonable criteria, and the questionnaire after learning social studies with the model "MAMAT" obtained a total score of 3148 with a rate of 85.54% with excellent standards.

The total score is obtained from the assessment of each question given, with a total of 20 queries. Each question is assessed according to the following criteria: 4 = always, if you always do according to the statement, 3 = often, if you usually do according to the report, 2 = sometimes if sometimes do and often don't do, 1 = never if never do. Then each total value obtained by each student is summed and formulated as a percentage and how to calculate the rate for each questionnaire, namely from the total score obtained divided by the number obtained from the product of the maximum value and the total number of questions and respondents. Based on the exposure of the questionnaire data regarding the level of students' understanding in implementing the character of tolerance in everyday life in the school environment, the results were excellent.

Based on all exposure to interview data, observations, and questionnaires regarding the level of understanding of students in implementing the character of tolerance in everyday life in the school environment, it can be concluded that the level of knowledge of students in implementing the nature of patience in everyday life in the school environment is excellent.

According to (Sudi, Yetti, Yufiarti, & Wuryani, 2019), character education is an effort that has been made intentionally to develop good *character-based core virtues that are* objectively good for individuals and society. The results of the interviews revealed by the resource persons, namely the principal (Mrs. Wiwit, S.Pd), and the VA

class teacher (Ms. Wiwik Sayekti, S.Pd), it can be said that the implementation of tolerance character education through social studies learning material respects ethnic diversity and cultural models. "MAMAT" in elementary school is very good. Reinforced by the results of observations obtained a percentage of 86.25%. In the Rubik of teacher activity assessment, it is known that the level of achievement between 81%-100% is classified as excellent criteria. Based on the research findings and research theories, the researcher can conclude that students' level of understanding in the implementation of tolerance character education through social studies learning material respecting ethnic diversity and culture model "MAMAT" in elementary schools is very well done.

Based on the opinion of the informants, namely the principal (Mrs. Wiwit, S.Pd) and the VA class teacher (Ms. Wiwik Sayekti, S.Pd), it can be concluded that the level of understanding of students in implementing the character of tolerance is excellent. It can be seen that students can tolerate their friends, namely respecting and respecting friends' opinions and respecting religious and ethnic differences.

According to (Yusrina & Ma'arif, 2020) that tolerance is accepting deviations from things you believe or practices that are different from what you do yourself or can get goods that are contrary to what has been done. Certain. The results of the interviews above are reinforced by the results of the observer doing student activities; it is known that the total score obtained from observer I is 68 with a percentage of 97.1%, while from observer II the total score is 61 with a rate of 87.1%. The results of observers I and II are then added up and divided by two to find the average percentage. An average ratio of 92% was obtained, the figure of 92% indicates that the level of understanding of students in implementing the character of tolerance in everyday life in the school environment is very good.

Supported by the results of the questionnaire before learning with a total score of 2984 with a percentage of 80.02% with fair criteria, and the questionnaire after learning social studies with the MAMAT model obtained a total score of 3148 with a rate of 85.54% with a very good standard. The questionnaire shows the level of understanding of students in implementing the character of tolerance in daily activities in the school environment after learning with the "MAMAT" model. From the overall research results and based on research theory, it can be concluded that the level of understanding of students in implementing the character of tolerance in daily activities at school is very good.

4. Conclusion

Based on the results of the research that has been described, the researchers will put forward several conclusions as follows: (1) The implementation of tolerance character education through social studies learning in elementary schools is categorized as very good based on the results of interviews and observations of teacher activities carried out by researchers. (2) Students' level of understanding in implementing the character of tolerance in everyday life at school is categorized as very good based on observations of student activities and questionnaires.

5. Acknowledgments

Thank you to the STKIP PGRI Sumenep Elementary School Teacher Education Study Program that has permitted the implementation of this study so that it can run in an orderly process and as expected.

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