

Investigation of Tolerance Values Through Social Science Learning in Students at MTs NU Banat Kudus

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ABSTRACT

Tolerance is a crucial value to instill in students from an early age. Considering that Indonesia is a multicultural country, there is also the influence of globalization that students must face in the future. The aim of this research is to find out the potential materials used by social studies teachers in instilling the value of tolerance at MTs NU Banat Kudus, to find out the implementation of instilling the value of tolerance in social studies learning at MTs NU Banat Kudus, and to find out the means used by teachers to instill the value of tolerance. This research uses qualitative research methods with descriptive studies. Data collection techniques include observation, interviews, and documentation. The data validity technique in this research uses source triangulation and data analysis techniques consisting of data collection, data reduction, data presentation, and drawing conclusions. The research results show that: 1) Through materials related to diversity 2) By integrating learning planning, learning implementation, and learning evaluation. 3) Through learning or teaching and learning in class, extracurricular activities, familiarization with school programs, and collaborating with outside parties.

Keywords: Social Sciences; Instilling the value of tolerance; Students

INTRODUCTION

Indonesia is a country that has many islands and vast seas, consisting of various ethnic groups, customs, languages, religions, races, beliefs, and skin colors (Susanto and Kumala 2019). This fact shows that Indonesia has diversity and differences. The diversity and differences that exist in Indonesia will become the basic capital for our nation's development, if people can respect and respect each other's diversity and differences. On the other hand, if our society does not respect diversity and differences, it will cause various problems (Fuadi, 2020). In current conditions, there are many divisions caused by differences in religion and social life. Divisions, misunderstandings, and violence in intergroup relations often arise as social problems in society. These problems arise in different intensities, spaces, times, and scopes (Saida, 2022).

The diversity and differences that exist in Indonesia can give rise to attitudes of intolerance. Intolerance is the attitude of a person who cannot accept differences, whether ethnic, cultural, racial, or religious (Nugraha et al., 2021). This attitude also arises as a result of the egocentric behavior of someone who does not want their group to be seen as a weak group. Intolerance can be dangerous if it is not followed up, because this attitude can divide and cause instability in the Unitary State of the

Republic of Indonesia (Abiyyu Zikril, 2021).

According to the SETARA Institute, cases of intolerance in Indonesia over the last 3 years reached 526 incidents with 1073 actions. In 2020, the number of cases of intolerance in Indonesia will be as high as 180 incidents with 422 actions. Meanwhile, in 2021, the number of cases of intolerance in Indonesia will be as high as 171 incidents with 318 actions. Then, in 2022, the number of cases of intolerance in Indonesia will increase. 175 events with 333 actions (Equivalent Institute 2022). It can be concluded that cases of intolerance in Indonesia are fluctuating. The large number of cases of intolerance that occur in society are caused by the rapid progress of science and technology, globalization, and modernization that are currently occurring. Values and culture that come from outside are very easy to enter through various accesses; this has led to the degradation of the sense of nationality in the current young generation (Waskito 2022). Therefore, education is needed to prevent this problem. Education is a very important foundation for determining the quality of human resources in a country. Education is a benchmark for a country's progress, the development of a country, and the quality of a country (Ariestina 2019). In improving superior and strong human resources to face current problems, education has a very important role and a strong commitment to building empowerment that can accelerate educational progress in the future (Rahmawati and Harmanto 2020). Therefore, to build quality human resources, something is needed that supports the education process in Indonesia (Risdianto et al. 2020).

One of the things that supports the education process in Indonesia is the subject matter in junior high schools, namely social studies. Through learning Social Sciences (IPS), students are expected to have an understanding of morals and character as preparation to become better and more useful individuals in society (Aprianti et al.,

2022). Social studies are also very important for students to get social benefits in everyday life. Social science is a subject that teaches students to be good citizens. To solve personal and social problems, make decisions, and participate in society, good citizens must acquire knowledge, values, and skills that help them play a role in social life (Anshori, 2014).

One of the character values in social studies subjects is tolerance. Social studies materials that can instill the value of tolerance include the pluralism of Indonesian society and socio-cultural diversity in society. Tolerance is an attitude of respecting differences, but also about the ability to coexist peacefully and work together with those who are different from us while still respecting and respecting the rights and dignity of humans (Rusmiati, 2023). The importance of the value of tolerance is that it can create a society that is harmonious, respects diversity, and is inclusive, where people from several different backgrounds can live together without any acts of discrimination, conflict, or prejudice towards other people. Therefore, the younger generation must be instilled with good values, one of which is the value of tolerance. The value of tolerance needs to be taught and instilled in the school environment.

One of the schools that instills the value of tolerance in students is MTs NU Banat Kudus. MTs NU Banat Kudus, which is located on Jl. KHR. Asnawi No. 30, Damaran, Kota District, Kudus Regency, is one of the leading madrasas in Kudus Regency. The existing students not only come from Kudus but also come from various regions in Indonesia, such as Gorontalo, Aceh, Bengkulu, and Lampung. This school also applies its students to boarding classes for tahfidz classes and superior classes. And MTs NU Banat Kudus is a school that is homogeneous in terms of religion, gender, and religious organization. Therefore, the homogeneity that exists in this school is a challenge in facing the heterogeneity that exists in external

communities in the future. So it is necessary to instill the value of tolerance in students at MTs NU Banat Kudus.

Based on the description above, the aim of this research is to describe potential IPS materials for instilling the value of tolerance in students at MTs NU Banat Kudus, describes the implementation of instilling the value of tolerance through social studies learning in students at MTs NU Banat Kudus, and the means used by teachers to instill the value of tolerance in students at MTs NU Banat Kudus. This research uses Thomas Lickona's theory to look at the instilling of tolerance values through social studies learning in students at MTs NU Banat Kudus.

MATERIALS & METHODS

This research uses qualitative methods with descriptive studies. The location of the research is MTs NU Banat Kudus. The focus of this research is potential social studies materials to instill the value of tolerance in students at MTs NU Banat Kudus, the implementation of instilling the value of tolerance through social studies learning in students at MTs NU Banat Kudus, and the means used by teachers to instill the value of tolerance in students at MTs NU Banat Kudus. The data sources used are primary data and secondary data. The main informants in this research were five social studies teachers from all grade

levels, and the supporting informants were the principal and two students from class VIII.

The data collection techniques used in this qualitative research are observation, interviews, and documentation techniques. The observations made by researchers in this research were made by looking directly at the situation and conditions of the implementation of the cultivation of tolerance values at MTs NU Banat Kudus. Furthermore, interviews were conducted directly with the social studies teacher as the main informant and supporting informants, namely the principal and students. Apart from that, documentation is carried out by collecting photos and documents that suit the needs of the research. The data validity technique used is source triangulation to test the credibility of data related to instilling the value of tolerance through social studies learning by comparing data sources obtained by researchers. Regarding the data analysis technique used, it goes through 3 stages, namely the data reduction stage, data display, and conclusions or verification.

RESULT

Based on the research that has been carried out, it is known that several potential social studies materials for instilling the value of tolerance in students at MTs NU Banat Kudus can be seen in the following table:

Table. 1 Potential social science material

No.	Class	Potential Material	Learning methods	instructional Media	Learning Resources
1.	VII	Social interaction	discussion	Video Learning	The sources come from teaching modules, the surrounding environment and the internet
2.	VIII	Diversity of Indonesian Society	Lectures, discussions and questions and answers	Video Learning	Surrounding environment and video or audio visual
3.	IX	Socio-Cultural Change and Globalization	Discussion	PPT dan and Video Learning	Literature from various books

Based on the research results, it is known that the process of implementing the value of tolerance in social studies learning at MTs NU Banat Kudus can be seen in the following table:

Table 2. Implementation of Instilling the Value of Tolerance

No.	Implementation of Learning	Learning Activities
1.	Learning Planning	Teachers create teaching modules for classes VII and VIII as well as lesson plans for class IX. Making teaching modules and lesson plans, of course, by developing character education that is adapted to integrating the values of tolerance.
2.	Implementation of Learning	It starts with the teacher reviewing the previous material, reviewing a little of the material that will be studied, and providing motivation to strengthen the students' tolerance values. Followed by the teacher providing material in the form of a PPT and videos related to the importance of tolerance taken from YouTube media. Apart from that, teachers and students also use worksheets and textbooks. Regarding the learning model used in class to instill the value of tolerance through social studies learning using problem-based learning. The teacher closes the lesson by providing motivation and affirming the conclusion that it is hoped that students will understand more about the importance of the value of tolerance so that they can gain meaning and apply it in the school and community environment.
3.	Learning Evaluation	Teachers give exams or tests to find out how much they know about diversity and tolerance. Teachers also give attitude assessments to students to measure how deeply the value of tolerance is embedded in them. This assessment is usually done by giving self-assessment sheets and peer assessment sheets. Then there is also the teacher's own assessment regarding the student's honesty and attitude.

DISCUSSION

Potential Social Sciences Materials for Instilling the Value of Tolerance in Students at MTs NU Banat Kudus

Based on the results of research conducted by researchers, the social studies materials used by teachers to instill the value of tolerance at MTs NU Banat Kudus are materials related to diversity; for example, in class VII there is material on social interaction, in class VIII there is material on the plurality of Indonesian society, and in class IX there is material on socio-cultural change and globalization. With material related to the value of tolerance, it is hoped that students can understand it seriously so that knowledge of the value of tolerance can be embedded in them. Material or teaching materials have a main role in teaching and learning activities. The selection of social studies materials made by MTs NU Banat Kudus teachers contained examples of events or problems in the surrounding environment. To support this, in teaching and learning activities, learning strategies are very necessary. According to Suparman in W. N. Nasution (2017) learning strategies are all components of learning, including learning methods, learning media, and learning resources used in learning activities. Therefore, learning methods, learning media, and learning resources are important and interrelated elements of learning strategies to achieve the desired goals of instilling the value of tolerance through social studies materials.

Learning methods are one of the important elements that form learning strategies during teaching and learning activities in the classroom. Based on this, teachers in social studies learning to achieve learning objectives use various learning methods in each class, among others, namely lecture, discussion, and question-and-answer methods. In this case, the teacher controls the learning methods used. The choice of methods used by social studies teachers in learning has different goals. Learning media is also an important element that forms learning strategies in teaching and learning activities which definitely requires learning media. Based on this, teachers in social studies use media as an intermediary to convey learning material to students related to the values of tolerance, including PPT, poetry, learning videos, or audio with the help of a projector where the video raises issues or problems in society, videos with material that is connected to the character of tolerance values, and socio-cultural diversity taken from the culture around students. Learning resources are also an important element that forms learning strategies in teaching and learning activities, which definitely require learning resources. Based on this, the social studies materials used by teachers to instill the value of tolerance come from various sources, such as teaching modules, the internet, library books, and the surrounding environment. So by using several learning resources from these materials, it will be easier for students to learn.

Implementation of instilling the value of tolerance through social studies learning for students at MTs NU Banat Kudus

Based on the results of research conducted by researchers, it is known that in the implementation of instilling the value of tolerance in students at MTs NU Banat Kudus through social studies, learning is integrated into learning planning, learning implementation, and learning evaluation. These are the stages in social studies learning that are important in the implementation of instilling the value of tolerance in students, as follows:

1. Learning Planning

In the learning planning process, the teacher must have clear direction for instilling the value of tolerance in students before carrying out the learning process. Learning planning includes creating teaching modules for classes VII and VIII as well as lesson plans for class IX. The preparation of teaching modules is carried out based on the Merdeka curriculum, while the preparation of RPPs is carried out based on the 2013 curriculum. The preparation of teaching modules and RPPs is, of course, done by developing character education that is adapted to integrating character values, including tolerance. Things that need to be considered in learning planning are related to the learning objectives to be achieved. Through learning objectives, teachers can arrange them according to what they want to convey, one of which is instilling the value of tolerance in students.

2. Implementation of Learning

Next, the teacher implements the instilling of tolerance values in the implementation of social studies learning. There are three components to implementing learning, as follows:

a. Preliminary activities

Preliminary activities carried out based on the results of observations from classes VIII C and VIII D on the material diversity of Indonesian society began with the teacher greeting the students and continued with prayer to start teaching and learning activities. After greeting and praying, the

teacher asks how the students are doing, and the teacher makes a presence with the students to check the students' attendance. Next, the teacher reviews the previous material, reviews a little of the material that will be studied, and provides motivation to strengthen the students' tolerance values. Social studies teachers usually provide stimulation or encouragement from the learning material, which is expected to make students more active so that hopes and goals at the beginning of learning can be achieved.

b. Core activities

In accordance with the results of observations in class, the value of tolerance is instilled. applied in social studies learning. Observations carried out in classes VIII C and VIII D with learning material on the diversity of Indonesian society In this core activity, the teacher provides and displays material in the form of PPTs and videos regarding ethnic diversity in Indonesia, social and religious conflicts that occur in Indonesia, as well as other videos related to the importance of tolerance taken from YouTube media. Apart from that, teachers and students use worksheets and textbooks, which teachers and students already have. Regarding the learning model used in class in classroom management for instilling values through social studies learning using problem-based learning (PBL), After the students watch the video, the teacher asks the students to form groups. In forming groups, they are formed by dividing them into several groups. After the groups are formed, the teacher asks each group to analyze the problems related to the video that has been shown. After that, the teacher asked each group to discuss it. After completing the discussion, the teacher invites each group to come forward in turn to present the results of the group discussion. In this discussion activity, students are taught to respect other people's opinions, other people's points of view, other people's languages and dialects, and other people's personalities, which is an example of the practice of cultivating the

value of tolerance. After all groups present the results of their discussion, the teacher then confirms the conclusions regarding the video in the closing activity. The purpose of this affirmation is that students can understand more deeply the importance of the value of tolerance.

c. Closing Activities

In the closing activity, instilling the value of tolerance in students can be done through motivation or affirmation of conclusions. In accordance with the results of observations, before the class ends, the teacher always provides motivation and confirmation of conclusions, so it is hoped that students will understand more about the importance of the value of tolerance so that they can gain meaning and apply it in the school environment and community environment. The motivation and confirmation of this conclusion are forms of instilling the value of tolerance.

3. Learning Evaluation Activities

The next stage is the final stage in social studies learning, namely learning evaluation activities carried out by the teacher after the teaching and learning activities have been completed. The form of evaluation carried out by teachers is usually in the form of tests or tests to find out how much they know about diversity and tolerance. Teachers also provide attitude assessments for students to measure how deeply the value of tolerance is embedded in them. This assessment is usually done by providing an assessment sheet, self and peer assessment sheets, then there is also a self-assessment by the teacher regarding students' honesty and attitudes.

Means Used by Teachers to Instill the Value of Tolerance in Students at MTs NU Banat Kudus

Based on the results of research conducted by researchers, it was found that the facilities used by teachers in instilling the value of tolerance in students at MTs NU Banat Kudus were as follows:

1. Through Learning or Teaching and Learning in the Classroom

a. Discussion Activities

By teaching and learning through discussion activities, it is hoped that students can respect each other even though they refute each other, but they still use good language with the same goal, namely to seek the truth. Because during learning, the teacher often asks questions verbally to their students; many students have opinions. When there are mistakes when students express their opinions, the teacher corrects them by respecting all students' opinions. This is what teachers always emphasize by guiding all students to respect each other regardless of their background.

b. Surrounding Environment

In instilling the value of tolerance in students, teachers always try to relate it to the environment around the students, such as the culture and regional language of each student, because the majority of those attending MTs NU Banat Kudus come from various regions. The surrounding environment as a means of instilling the value of tolerance is very beneficial for the learning process. This is because the facility is close to students, so it is easier for students to understand tolerance. The surrounding environment is able to provide a holistic and authentic picture, and the conditions are very heterogeneous, thus indicating a learning facility that requires integration between learning materials.

2. Extracurricular Activities

a. Scouting

In the process of instilling the value of tolerance in Scout activities at MTs NU Banat Kudus, the emphasis is on the existence of regulations that uphold discipline involving all students and the leadership council itself, especially regarding order in dress, time, and assignments. The methods and methods used by Scout leaders at MTs NU Banat Kudus are through ambalan deliberations and work support deliberations. These various deliberation activities will form the value of tolerance, namely the courage to

express opinions and appreciate and respect other people's different opinions.

b. Pencak Silat

In the Pagar Nusa pencak silat training, there are elements of instilling the value of tolerance in students. Through pencak silat extracurricular activities, you are required to practice moral values such as cooperation, honesty, respect, responsibility, and other moral values. Apart from that, the aim of Pagar Nusa Pencak Silat is also to form a good attitude and personality.

c. Research

Instilling the value of tolerance can be done through research activities because, in determining the title of the research activity, there will definitely be several opinions. Students, in accommodating the research materials, also need an attitude of tolerance. One of the topics that has been raised is research on cultural tolerance by creating the game Buka Luwur, which, until now, will continue to be developed and is ready to be introduced to the wider world.

3. Familiarization with School Programs

a. Flag Ceremony

With ceremonial activities, the principal consistently conveys messages to students to strengthen the values of tolerance. So it is hoped that this ceremony can provide messages that emphasize the importance of appreciating and respecting differences between students and being able to work together amidst diversity.

b. Pilgrimage

It is hoped that the pilgrimage activity can introduce students to the Auliya who once fought for this nation and that students will also take the example of the values taught by Sunan Kudus as a figure who spread the value of tolerance, as well as examine the existence of cultural acculturation between Hindus and the Ummah. Islam, both in terms of building art, interaction, and other aspects. For example, Kudus people are not allowed to slaughter cows as an animal that is considered sacred by Hindus, so that until now the Kudus people do not dare to slaughter cows because it is a form of respect for Hindus. From this knowledge,

students can apply the value of tolerance that has been taught from Aulia's previous graves.

4. Collaborating with Outside Parties

Instilling the value of tolerance in students is also carried out through activities in collaboration with external parties such as Global International School, Djarum Foundation, and Volunter from Austria. MTs NU Banat collaborates with external parties with the aim of enriching students' knowledge regarding the complexities of the outside world, such as culture, language, and so on. Because in their future lives, students will not only be Muslims, NU people, and both women, but in the outside world there are many differences. Therefore, MTs NU Banat Kudus is always open to outside parties who enrich the students' repertoire of thoughts. So the cultivation of tolerance can be implemented through collaboration with external parties.

CONCLUSION

Based on the results of research and discussion regarding instilling the value of tolerance through learning social sciences in students at MTs NU Banat Kudus, it can be concluded that: (1) Social studies materials that have the potential to instill the value of tolerance in students at MTs NU Banat Kudus are through materials related to diversity, such as; in class VII there is material on social interaction; in class VIII there is material on the plurality of Indonesian society; and in class IX there is material on socio-cultural change and globalization; (2) The process of implementing the instilling of tolerance values through learning social sciences in MTs NU Banat Kudus students is integrated into learning planning, learning implementation, and learning evaluation; (3) The means used by teachers to instill the value of tolerance in students at MTs NU Banat Kudus are through learning or teaching and learning in the classroom, extracurricular activities, familiarization

with school programs, and collaborating with outside parties.

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