Implementasi Nilai-Nilai Toleransi Pada Siswa Kelas V Sekolah Dasar
The Implementation of Tolerance Values in Grade V Elementary School Students

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Abstract
The objectives to be achieved in this study are to determine: a description of the implementation and the supporting and inhibiting factors in the implementation of tolerance values in the fifth-grade students of SDN 7 Singkawang. This type of research is a type of descriptive qualitative research. Data collection techniques were carried out by observation and interviews, while additional data was in the documentation. This study uses data analysis techniques with three paths, namely data reduction, data presentation, and verification. The results of this study indicate that the implementation of tolerance values in fifth-grade students of SDN 7 Singkawang is in the form of being able to respect the opinions of others, being able to accept gracefully if they are wrong, being able to express their opinions politely, and not offending others both in words and actions. Factors that influence the implementation of tolerance values in fifth-grade students at SDN 7 Singkawang are categorized into two factors, namely supporting factors and inhibiting factors. Supporting factors are self-awareness, a sense of nationalism in diversity, parents support, teacher encouragement, and support from schools. The inhibiting factor is a closed personality.
Keywords: The implementation; Tolerance Values; Elementary School.

Abstrak
Tujuan yang hendak dicapai dalam penelitian ini adalah untuk mengetahui: gambaran implementasi dan faktor pendukung serta penghambat dalam implementasi nilai-nilai toleransi pada siswa kelas V SDN 7 Singkawang. Jenis penelitian ini adalah termasuk jenis penelitian deskriptif kualitatif. Teknik pengumpulan data dilakukan dengan observasi dan wawancara sedangkan data tambahan berupa dokumentasi. Penelitian ini melakukan teknik analisis data dengan 3 alur, yaitu reduksi data, penyajian data, dan verifikasi. Hasil penelitian ini menunjukkan bahwa implementasi nilai-nilai toleransi pada siswa kelas V SDN 7 Singkawang berupa mampu menghargai pendapat orang lain, mampu menerima dengan lapang dada jika dirinya salah, mampu mengutarakan pendapatnya dengan sopan, dan

tidak menyinggung orang lain baik dalam perkataan maupun perbuatan. Faktor yang mempengaruhi implementasi nilai-nilai toleransi pada siswa kelas V SDN 7 Singkawang dikategorikan menjadi dua faktor yaitu faktor pendukung dan faktor penghambat. Faktor pendukung yaitu kesadaran diri, rasa nasionalisme dalam kebhinnekaan, dukungan dari orangtua, dorongan dari guru, serta dukungan dari sekolah. Faktor penghambatnya adalah kepribadian yang tertutup.
Kata kunci: *Implementasi; Nilai-nilai Toleransi; Sekolah Dasar.*

Introduction

Implementation can be interpreted as implementation or application. As quoted in (Mertika et al., 2018), The concept of implementation comes from English, namely to implement. In Webster's extensive dictionary, to implement means to provide means to implement (provide means to do something), and give partial effect to (to have an impact on something).

Value can be interpreted as the nature or quality of an object. Mulyana (Mawarti, 2017) suggests that value is a reference and belief in making a choice. According to (Zakiyah & Rusdiana, 2014), value is everything related to human behaviour regarding good or bad as measured by religion, tradition, ethics, morals, and culture prevailing in society. So it can be concluded that value is an attitude or behavior towards an object that involves all kinds of appreciation. One of the most important values to be instilled and implemented in oneself is the value of tolerance.

Tolerance is an attitude or nature of tension by respecting and allowing an opinion, view, opinion, or belief different from oneself. Tolerance means respect, respect for differences without requiring approval. According to (Suryana, 2015) tolerance means letting go, accepting differences, both temporarily and for a long time. Then (Komalasari, Kokom, & Saripudin, 2017) argues that tolerance is an attitude and action that respects the behavior of religion, ethnicity, ethnicity, opinions, attitudes, and actions of others who are different from themselves. This statement is reinforced by Yamin and Vivi (Anam, 2019), who state that tolerance is the ability to respect the traits, beliefs, and behaviours. Then he continued that the essence of tolerance is peaceful coexistence and mutual respect in diversity. However, what needs to be underlined is that religious tolerance does not mean accepting or following the

teachings of other religions in terms of creed but acknowledging the position of other religions in the reality of social life.

The value of tolerance is significant to be applied in ourselves because tolerance will make us more appreciative of a difference and more respect for others. This is supported by research conducted (Anderson, Irzal, & Putri, 2017) which states that the value of tolerance in education is significant because the value of tolerance is intended so that students have knowledge and awareness that each individual has beliefs, views, and position with the ideals of life in the future and can make changes for the better through mutual respect. Furthermore, Raka groups attitudes that are included in the value of tolerance, namely being able to respect different opinions, being able to interact with people from various cultural backgrounds, beliefs and ethnicities, not judging people who have different opinions, and not dominating or wanting to win on their own (Dayanti, 2016). Meanwhile, according to Hasyim (Kaljannah et al., 2020) the value of tolerance is evidenced by acknowledging everyone's rights, respecting people's beliefs, agreeing in disagreement, awareness, and honesty.

Based on research conducted by (Rosdianto, 2020) the value of tolerance is significant to be instilled and applied in elementary schools. The cultivation of the value of tolerance can be instilled through various aspects, including school policies, in the learning process, and others. Then a similar thing was also stated in a study conducted by (Soryani, 2015) which mentions the importance of tolerance and the efforts that can be made in inculcating an attitude of tolerance in elementary school children. This was followed by a statement from Ekaningtyas (Rahmawati, 2020) which stated that the importance of tolerance in early childhood is because children are easier to accept stimuli, and if habituation is done, it will be easier to do. Slightly different from previous research, this study discusses how to implement or apply tolerance values to elementary school students and the factors that influence them.

Based on the results of observations made at SDN 7 Singkawang, it was found that there are still many problems faced by schools related to tolerance, both during the learning process and outside. Among the problems found are students who do not respect the opinions of their friends, students who like to interrupt the conversation during the learning process, impose opinions on others, and so on. School have many

efforts to overcome these problems, for example, by instilling the character values of tolerance in schools. With the value of tolerance, it is intended that students have knowledge and awareness that individuals must respect each other, and good tolerance values can develop self-potential and have noble character.

Seeing the existing problems and the importance of tolerance values for students as described above, the researcher felt compelled to conduct a study entitled "Implementation of Tolerance Values in Grade V Students of SDN 7 Singkawang". This study aims to see how the implementation of tolerance values in elementary school students and the supporting and inhibiting factors. It is hoped that this research can be used as a reference or reference for the application of tolerance values.

Method

This research uses a qualitative research type. This research was conducted at SDN 7 Singkawang, located on Veteran Street, Pendidikan alley, Roban, Singkawang. The subjects in this study were fifth-grade students, fifth-grade teachers, and school principals. Students are the primary informants in this study and fifth-grade teachers and school principals are supporting informants who were selected to obtain additional information needed during the research process. Then the object studied in this study is the implementation of tolerance values in fifth-grade students at SDN 7 Singkawang.

Data collection techniques used in this study were observation, interviews, and documentation. Before collecting data by observation, the researcher made observation guidelines as a reference when making observations during research.

Tabel 1. Research Instrument
Observation Guide
Indicator of tolerance value according to (Anderson, Irzal, & Putri, 2017)

Aspect	Indicator	Descriptor
Tolerance Value	1. Students can respect the opinions of others.	Students accept the opinions expressed by their friends.
	2. Students do not interrupt the conversation during the learning process.	Students wait their turn when asked for opinions by the teacher regularly.

	3. Students do not impose their opinions on others.	*Students can give respect to the opinions of others.*
	4. Students can accept gracefully if they are wrong.	*Students realize their mistakes and accept them gracefully.*
	5. Students can express their opinions politely.	*Students speak good words when they think.*
	6. Students do not offend others both in words and actions.	*Students do not have a grudge and repay mistakes with hatred when they have an opinion.*

To test the reliability of the data that has been obtained, as well as to obtain data that has not been obtained, the researcher triangulated sources by conducting interviews with informants. The data collected includes background, experience, opinions, and other things known by the respondents.

This study uses data analysis techniques using the Miles and Huberman model (Sugiyono, 2017) through 3 channels: data reduction, data presentation, and verification. The data selected in this study were obtained from the results of observations and interviews. Researchers in this study summarize the results of observations and interviews with informants. After finding things unrelated to the main focus in this study, the researcher immediately reduces the data so that the data collected is focused on what is needed in this study. After the data is reduced, the next step is the presentation of the data. The presentation of the data is done in the form of brief descriptions and tables. Through the presentation of the data, the data is organized, arranged in a pattern of relationships so that it is easier to understand. The next step is drawing conclusions or verification. The conclusions found at the initial stage are supported by valid and consistent evidence when the researcher returns to the field to collect data, so the conclusions put forward are credible.

Result

1. *The Implementation of Tolerance Values in Grade V Elementary School Students.*

   a. Can respect the opinions of others

   The facts obtained when the researchers' made observations were that in every lesson the teacher always reminded students to respect the opinions of others and students were also able to apply them. The teacher asks the students again about the opinions expressed by their friends to see how they respond.

   In the interview results, students already understand of how to respect the opinions of others, and students have also implemented them during the learning process. As stated by AKF, one of the fifth-grade students,

   "It doesn't matter if someone expresses their opinion, because everyone has the right to have an opinion. A teacher also always allow us to express our opinion."

   Then N, as the 5th-grade, teacher continued, "Students' responses to their friends who expressed opinions were exellent. They became motivated to participate in expressing their respective opinions to make the class atmosphere more active."

   b. Do not interrupt the conversation during the learning process

   Based on the results of observations made by researchers in grade 5 students, most of the students did not interrupt the teacher's conversation during the learning process and waited for their turn when asked for opinions by the teacher, but there were still students who cut off the conversation during the learning process. Students are judged to be in a hurry to express their opinions before being asked by the teacher, even though the teacher always asks students to express their opinions but must be orderly and wait for their turn to be given by the teacher. From the results of interviews that have been obtained from several informants, students understand that to express their opinions students must wait for their turn to be given by the teacher.

   ZR, one of the 5th graders, said, "We have always allowed the teacher to express our opinion, so we wait for our turn to express our opinion". Then the 5th-grade teacher said that "Students are always allowed to express their

opinions or answer questions, so each student has a turn to have an opinion. However, some students are said to be too active and in a hurry to express their opinions without waiting for their turn, so that the students interrupt the conversation during the learning process. It is hoped that by familiarizing the learning process students become more patient and more organized when expressing their opinions.

c. Do not impose their opinions on others.

From the researchers' observations, in the learning process, the teacher always familiarizes students to express their opinions. However, when there are differences of opinion among students, there are still students who are a little selfish and still maintain their opinions. To overcome this, the teacher has his way of dealing with it.

As stated by N grade 5 teacher, "Usually in one situation, there are students who have different opinions. Some students can accept it, sometimes some students deny and even argue. I immediately straightened the problem by concluding some of the opinions expressed by students, and then students could accept the truth about what was discussed.

d. Can accept gracefully if they are wrong

At the time of the study, in the learning process students were judged to have accepted gracefully when their opinions were blamed. Because the teacher always gives reasons why his opinion is blamed, the teacher always provides a solution to the problem. The attitude shown by students is in line with the theory put forward by (Muawanah, 2018), namely tolerance must be based on an open-minded attitude towards a difference. Tolerance occurs and applies because there are differences in principles but still respect for existing differences.

Based on the results of the interviews, students also understood how to respond when their opinions were blamed on average, their students' answers did not matter if their opinions were blamed because the teacher always gave reasons why their opinions were blamed.

From the results of the researcher's interview with MO, one of the 5th graders said, "It does not matter if my opinion is blamed, because there must be a reason

why my opinion is blamed. Teacher also always gives the reason so that I know the reason".

e. Can express their opinions politely.

In terms of expressing opinions, students are considered to have been able to express their opinions politely. Students are judged to have understood how to talk to older people or people who are respected.

Based on the results of interviews with 5th-grade teachers, "Students always speak well and politely, but sometimes there are students who use non-standard words or regional languages so I ask the student to repeat it".

f. Can offend others both in words and actions.

During the learning process, the classroom atmosphere was conducive, and there were no students who offended other friends in words or actions. Then from the results of interviews with students, they answered that they never had a grudge against each other.

As stated by BA, one of the students, "We never offend each other, let alone have a grudge, because we are taught not to have a grudge or hate towards others".

The 5th-grade teacher continued that "Students have never held a grudge against each other, and there has never been a student who has offended each other. Students are always taught to forgive each other and not to hate each other."

2. *Supporting factors and inhibiting factors in the implementation of tolerance values in grade V students at SDN 7 Singkawang.*

Based on the results of research conducted on the implementation of tolerance values in grade V students at SDN 7 Singkawang, several factors were found that influenced it, including:

a. *Supporting Factors*

1) Self-awareness

Based on the results of research that researchers in grade 5 students have carried out, students understand the importance of tolerance. At school, teachers also always remind students of the importance of mutual respect and

respect for others as well as subject matter which also discusses a lot about tolerance which is also affecting students' self-awareness of the importance of tolerance values. The results of the interviews also showed that students' understanding and self-awareness of the value of tolerance were very good so that the implementation of the value of tolerance in grade 5 students could run well.

The results of the researcher's interview with ZR, one of the 5th-grade students who was asked about the importance of tolerance for him, he answered, "Tolerance is essensial for our lives. With tolerance, we respect each other and respect differences".

2) Sense of Nationalism in diversity

Based on the facts obtained from the field, students already have a sense of nationalism in diversity. This can be seen from the students who can live side by side in harmony even though the school residents come from different backgrounds. The values of tolerance that students have applied in line with the theory of Aeni (Sari, 2020) which says that tolerance makes children respect differences without having to distinguish between ethnicity, culture, and belief.

From the results of interviews with S, namely the principle of SDN 7 Singkawang. He said "For a sense of nationalism in diversity, I think students already have it because SDN 7 has various school members from different ethnicities and religions. However, with these differences, they can still live side by side, and these different never cause any problems."

3) Support from Parents

Support from parents is a factor that can contribute to the implementation of the value of tolerance in schools. Based on the data that researchers have obtain, parents/guardians at SDN 7 Singkawang strongly support the implementation of the value of tolerance in schools. The principal said, "Parents/guardians strongly support the implementation of the value of tolerance in schools, of course, this is for the common good and welfare".

4) Support from School

Support with all kinds of efforts and the provision of various facilities make schools a significant factor in the implementing of the value of tolerance. Moreover, based on the research results, SDN 7 Singkawang strongly supports the implementation of tolerance values. This is evidenced by the provision of banners about the importance of tolerance in each class, mosques for Muslim students to pray, books in the library, and others.

The results of interviews with the principalshowed, it was shown that "The school must always support the implementation of tolerance values to create a safe, comfortable, and harmonious school atmosphere".

5) Support from Teacher

In addition to the internal factors of the students themselves, the main external factor is encouragement from the teacher. As stated by (Mazid & Suharno, 2019), teachers are a significant factor in implementing inclusive and tolerant diversity values. Then it is continued with Hill's opinion (Karolina et al., 2019) is that it is the teacher who guides his students to learn to recognize, understand, and face the world in which they are located.

A teacher is a person who interacts directly with students who will undoubtly have a significant influence on the implementation of tolerance values in schools. According to research results from researchers, teachers always encourage students to apply the values of tolerance. The encouragement is in inputs, linking subject matter with real life tolerance values, and providing tangible examples of tolerance to students, and others.

b. *Obstacle Factors*

1) Closed Personality

In a class, there are usually students who have closed or introverted personalities and 5th graders at SDN 7 Singkawang. Based on the observations, some students tend to have an introverted attitude, they look quieter than their other friends.

Based on the results of the researcher's interview with the 5th-grade teacher, "I have my way to overcome this, namely by approaching and paying

more attention to these students and as often as possible inviting these students to interact so that these students become more active, brave, and willing to get along with other students".

Discussion

1. *The Implementation of Tolerance Values in Grade V Elementary School Students.*

Based on the researcher's analysis of the research results, implementing tolerance values in fifth-grade students at SDN 7 Singkawang is considered very good. Of the six aspects that became indicators, only two indicators experienced slight obstacles: not interrupting the conversation during the learning process and not forcing opinions on others. The emotional level of students who are not yet stable and students who are still in a hurry to express their opinions are considered factors that become obstacles in implementing the value of tolerance during the learning process. Even so, teachers as professional and certified educators always look for solutions to all problems to create quality students and uphold the values of tolerance. The teacher also mentioned that the implementation of the value of tolerance was carried out by habituation through the learning process. Teachers encourage students to always to be tolerant and always evaluate student behaviour.

Then the other four indicators, namely being able to respect other people's opinions, accept gracefully if they are wrong, being able to express opinions politely, and not offending others either through words or actions, have been implemented very well by students. This shows that students already have the knowledge and apply the values of tolerance in their lives. The results of this study are in line with what was stated by (Komalasari, Kokom, & Saripudin, 2017) that the value of tolerance is an attitude and action that respects the behaviour, religion, ethnicity, opinions, attitudes, and actions of others who are different from themselves. The results of this study are also in line with research conducted by (Amah, 2018), the ability of students to recognize the rights of others, respect the opinions of others, agree in disagreement, and the way they speak well and politely make students become students who are considered to have upheld the values of tolerance in their lives.

2. *Supporting factors and inhibiting factors in implementing tolerance values in grade V students at SDN 7 Singkawang.*

The implementation of tolerance values in students is undoubtedly also influenced by several supporting and inhibiting factors. Based on the research results, the factors that influence the implementation of tolerance values in fifth-grade students at SDN 7 Singkawang are divided into two factors, namely supporting factors and inhibiting factors. The supporting factors are self-awareness, a sense of nationalism in diversity, parents' support, schools' support, and teachers' support as for the inhibiting factor, namely the closed personality of the students. The results of this study are in line with previous research conducted by (Maftukhah, 2017) and (Yunus, 2017). The research shows that the supporting factors in the implementation of the value of tolerance include self-awareness, a sense of nationalism in diversity, support from parents, support from teachers, and support from schools.

In addition to supporting factors, in the implementation of tolerance values, students also experience obstacles, but for the inhibiting factors, the results of this study only experienced obstacles in the form of students who had closed personalities. As an alternative solution to overcome this, the teacher takes a personal approach to students, namely by inviting them to interact more often and giving special treatment during the learning process to become more active and mingle with other friends.

Conclusion

Based on the research that has been done, the researcher can conclude that the implementation of tolerance values in the fifth-grade students of SDN 7 Singkawang has been carried out well through habituation in learning. This includes the ability to respect other people's opinions, be able to accept gracefully when blamed, be able to express their opinions politely and adequately, and not offend others in words or actions. Meanwhile, the indicators of not interrupting the conversation during the learning process and not forcing opinions on others still have to be further optimized by students so that the implementation of tolerance values can run as a whole.

Factors that influence the implementation of tolerance values in fifth-grade students at SDN 7 Singkawang, these factors are divided into two factors, namely supporting factors (self-awareness, a sense of nationalism in diversity, support from parents, encouragement from teachers, and support from schools) and inhibiting factors the closed personality.

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