

The Role of Citizens Education in forming the Attitude of Diversity Tolerance

by Arifin Arifin

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Arifin

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Sekolah Tinggi Keguruan dan Ilmu Pendidikan Sebelas April, Sumedang-Jawa Barat, Indonesia

E-mail: arifin6368@gmail.com

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ABSTRACT

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The attitude of tolerance develops within the framework of the existence of diversity in various dimensions of people's lives, so that harmony and harmony in life can be realized, far from conflict : 22 social tension, especially conflicts and hostility between fellow communities. This study aims to describe the importance of the role of civic education in forming an attitude of tolerance towards diversity with a pluralistic society background. This plurality often occurs within the scope of the school, where students learn to respect and appreciate differences and accept each other. 27 certain characteristics that may not be encountered in their environment. 18 The method used in this study is a qualitative descriptive method, which is to describe the role of civics education in forming an attitude of tolerance. 26 understanding phenomena, events and thoughts from individuals or groups, the results of this study explain that civic education can build tolerance among students, plays a very important role and it is proven as we know that tolerance is an absolute requirement for practicing Pancasila and mutual respect between diversity.

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1. Introduction

Currently there have been several changes from various aspects of human life as a direct or indirect impact of technological and scientific advances that have entered various aspects of people's lives. The results of these changes, consciously or unconsciously, have led to the erosion of positive values in people's lives if they are not accompanied by serious and systematic efforts to maintain them. (Hasibuan, 2018). Indonesian society is a very diverse nation consisting of various races and ethnic groups. Besides that, Indonesia is also colored by various religions and has become a characteristic of Indonesia, this diversity cannot be separated from Indonesia. It is hardly found in a truly uniform life together, including in living together in the smallest scope there can be differences, and these differences can lead to misunderstandings. However, if every community is aware of the harmony and happiness in their family, they must be able to respect each other's differences. (Izma & Kesuma, 2018)

However, diversity is sometimes seen as a difference and differences can be sharpened by some people who often use it and take advantage of it to realize their personal or group desires. This diversity can be a conflict and a problem if considered as a difference. Without proper handling and not immediately addressed, these potential problems can last for a long time, these problems can continue to develop so that they can threaten unity and integrity, sources of conflict and problems that can damage the Indonesian nation itself. In Indonesia, there have been many conflicts with SARA nuances, namely ethnicity, religion, race and between groups, such as imposing their will, intolerance, and discrimination in various regions. The conflicts that have occurred in Indonesia are the conflicts in Ambon and Poso, the Free Aceh Movement (GAM), the Republic of South Maluku (RMS) and many others, which in the end only harmed various parties and sacrificed the unity and integrity of the nation. Indonesia is a country that has various kinds of diversity starting from religion, race, ethnicity, culture, language, gender and various kinds of physical differences that exist. Therefore, with these differences, it is appropriate that the Indonesian people can respect each other's



differences, because in essence Indonesia is a multicultural country so it is important to have a sense of tolerance for differences so that a nation is not scattered.

According to (Surhayanto, 2013) the role is something that must be done and the big influence on an event or a group. Meanwhile, according to (Muhamad et al., 2021) states that the role is a complex human appreciation of the way individuals must act and behave in certain situations and conditions based on social status and function. The definition of citizenship education according to Widiyanto (2017) which states that civic education is a subject to develop and preserve noble, moral values rooted in the culture of the Indonesian nation which is expected to be able to manifest in the form of behavior in everyday life. Education is the most important and at the same time the main factor that requires the most serious attention from all parties because indirectly education is the determinant of the progress of the nation in the future.

In order to achieve the function of national education as stated in the National Education System Law (Law on the National System) Number 20 of 2003, national education is not only aimed at developing students' abilities in the fields of science, skills, and creativity but is also expected to be able to shape students into independent human beings. have faith and have noble character as well as become democratic citizens and educate to be human beings who are responsible for the actions that have been carried out. The function of Indonesian national education as stated in the National Education System Law No. 2 of 2003 clearly emphasizes that national education is very concerned with aspects of ability, namely effective, cognitive, and psychomotor. Characters that are from the effective and psychomotor aspects are very much considered for their achievements in national education. Apart from being stated in the Sisdinas Law, the government's attention to the formation of an attitude of tolerance can also be seen from the initiative to prioritize the development of the nation's character. (Juliardi, 2015; Nanggala, 2018).

The formation of a good citizen attitude is through an attitude of tolerance and diversity in citizenship subjects, the value of tolerance is instilled starting from the elementary school level because then students from an early age can live side by side in the midst of the existing diversity. That way, students respect each other and understand mutual respect for each other and build positive behavior towards ethnic, racial, cultural, ethnic, and religious diversity. The cultivation of these values is very important to be able to guarantee unity in the life of the Indonesian nation. As for the understanding of tolerance according to Peter Salim in (Yuliani et al., 2018; Sulianti, 2018) which states that tolerance is originally from the Latin "Tolerare" which means patiently allowing others to do an act. While in Arabic it is "Tasamuh" which means generous in attitude. Tolerance is an attitude of tolerance, appreciation and respect in relationships or in everyday life. Giving freedom to other people to do something or have an opinion even though it is against one's own opinion in terms of ideology, race or otherwise. Because considering that the Indonesian nation consists of various races, ethnicities, cultures and customs, of course it becomes very prone to conflict, for this reason it is necessary to cultivate and foster an attitude of tolerance as a solid foundation in the life of the nation.

With an attitude of tolerance, it will indirectly give birth to an attitude of mutual respect and cooperation between fellow believers. Tolerance causes religious adherents and adherents to believe in God Almighty to be able to coexist with each other in a safe and peaceful manner so as to create the unity of the Indonesian nation which is very important and necessary in the context of national development. (Simarmata et al., 2019). In order for tolerance between students to be fostered, educational efforts are needed in order to instill these values in terms of education in the form of civics learning or commonly referred to as PKN. PKN teaches how to create harmony in the school environment and the community. The purpose of civic education is to know and understand the content and meaning of what is contained in Pancasila and the 1945 Constitution, in other words, to become a good citizen, civic education is one of the efforts to improve education concerning the formation and personal development of students. In other words, it is one of the efforts to shape the character of the Indonesian nation and form a personality that is completely in accordance with the values contained in Pancasila and the 1945 Constitution.

Citizenship education is one of the core programs that has the task of improving the quality and interest and dignity of humans towards the realization of national ideals. With civic education lessons, students can always have the awareness and willingness to behave in everyday life in accordance with the moral ideals of Pancasila without underestimating the meaning of other subjects. Permendiknas 2006 in (Dwintari, 2018; Hartati, 2018) states that what is included in the scope of Civics lessons for the school environment include aspects such as unity, national unity, law, norms, human rights, state constitution, politics, Pancasila, and globalization. Education can be interpreted in general as a systematic process of forming human character. So



although education in the effective realm can also have cognitive and psychomotor dimensions, as well as its expressive aspects are enthusiasm, sincerity and perseverance, while the normative aspects are ethics, decency and tolerance. (Yulianti & Dewi, 2019).

2. Method

In this study, the researcher used a qualitative descriptive research method, the reason for using this method is that in this study there are still many things that have not been understood so that it requires an in-depth study and the researcher also intends to understand the social situation in depth. Another reason for using this method is to be able to describe how the role of civic education is in forming an attitude of tolerance, as well as to understand phenomena, events, social activities and thoughts of an individual or group. In addition, qualitative research is inductive in nature, which means that researchers allow problems to arise either from the data or are left open to interpretation. Then the data collection technique used is interviews, this documentation is intended to obtain more in-depth information about the object being studied.

3. Results and Analysis

The learning process is essentially a process of interaction between students and their environment so that changes can occur where student behavior is for the better, it can be concluded that attitude is a positive or negative tendency of a person to act on an object that is influenced by individual effective factors against the object. The role of determining what they have done for society with the opportunity given to it, the role referred to here is to include norms associated with position or place, role is a concept of what a person can do in community life, role can also be said a behavior individuals or groups that are important for the structure of social life to link what is done in the life of society and the state. From the above opinion in general can be defined as a dynamic aspect of the position if an individual performs the duties of rights and obligations in accordance with the position then he is already performing a role.

The definition of civic education according to (Surhayanto, 2013) is civic education as a subject to be able to develop and preserve noble values rooted in the culture of the Indonesian nation which is directly expected to manifest forms of behavior in everyday life, both students as individual or as a member of society and a creature created by God Almighty.

3.1 Functions of Citizenship Education

In addition, civics education also equips students with basic knowledge, character, respect for the relationship between citizens and their country and education in defending the country so that they can become citizens who can be relied on by the nation and state. As for some of the functions of civic education, namely (a). preserving and developing Pancasila morals in an open and dynamic way, which means that the values and morals developed are able to answer the challenges of development that occur in society (b). Developing and fostering a complete Indonesian society that is politically aware. and the constitution of the republic of Indonesia based on the principles of Pancasila and the 1945 Constitution. Develop and foster understanding of the relationship between citizens and fellow citizens and preliminary education to defend the state so that they know and are able to properly carry out their rights and obligations as citizens. In this case to learn a science is always based on the intent to study. The target of civic education is to increase knowledge and develop the ability to understand Pancasila values as guidelines for behavior in social life so that they become responsible and reliable citizens and provide the ability to learn further. (Surhayanto, 2013)

Instilling the value of diversity through civic education is important in the purpose of preparing students as if they have a strong commitment in terms of maintaining the integrity of the nation. The school environment is the same as the community environment, namely there is so much diversity, especially in the lives and activities of students who tend to bring or at least be influenced by the background of the family environment. Therefore, an understanding of this diversity must immediately begin at the elementary school level because if this understanding of the value of diversity is ignored, it will form an attitude that does not care about the cultural values of ethnic groups. Civic education demands that schools be able to become the basis for change and eliminate all forms of injustice and oppression of ethnic groups. Schools are formal institutions and teachers act as actors in education which means they can provide appropriate values in life, provide a more correct perspective on diversity and build an anti-discriminatory point of view in the nation and state.

The diversity of each culture must be maintained and maintained both in life and in the learning process. The diversity that exists must be accepted and recognized by each individual regardless of other cultures. This diversity value requires strengthening in the learning process by strengthening the concept of instilling the value of diversity and emphasizing the existence of justice and freedom for students and not prioritizing or taking sides with the interests of certain groups, by respecting each other and placing students in the same position because each student has a different culture. can be an advantage in the learning process. The planting of the value of diversity is applied in the learning process by providing insight into diversity, as well as providing an overview of the same equality between religions, ethnicities, races, and between groups. (Hasibuan, 2018).

The implementation that can be done in the learning process is by inserting folk songs to be sung as a form of habituation before starting class, an effort to provide an atmosphere of unity and love for the nation's culture even with different backgrounds (Warsah, 2018). At the time of learning the teacher can apply diversity-based education without any culture that dominates the learning process in the classroom, the teacher is able to guide and implement this diversity education in order to open opportunities for the inclusion of various cultural backgrounds of students in lessons and provide convenience in the learning atmosphere by providing opportunities for students to learn. students are actively involved in facilitating discussions or groups, so that they can build a diversity paradigm and form harmony.

As previously explained that school is a social system of society where students learn to interact with each other, learn to understand each other's school social norms, learn to work together, learn to appreciate various aspects of life as appropriate in society. Moving on from a philosophy that every child is gifted with seeds to get along, that every human being can give and receive from each other. The learning process carried out on various aspects of the school environment will be a provision for students to be ready to enter the community. Especially after completing certain levels of education. (Retnasari, 2018).

Specifically related to the development of the values of tolerance and togetherness, school institutions are the most important areas for both training and implementing these values. This is because in the school environment students have very diverse backgrounds, including ethnicity, religion, social and cultural backgrounds. In this condition of diversity, of course, many differences will be found in the attitudes and behavior of students. Schools are seen as areas that accelerate development through various forms of activities such as workshops, exercises and small group activities. This difference must be understood and togetherness among fellow students. Respecting differences is actually giving opportunities and opportunities for others to do something according to their own characteristics. An example is how a student must learn to respect when his friend has to perform worship, respect and provide opportunities when his friend has to carry out certain tasks, or maybe give respect for differences in behavior in the corridor that does not conflict with general school norms. (Japar et al., 2019).

3.2 Developing an Attitude of Tolerance



In the learning process, the attitude of tolerance and diversity of teachers occupies a very important position because how the learning process takes place is more colored by the design of learning programs carried out or made by the teacher. If the teacher's learning model only has cognitive nuances, then what will happen is a learning process that leads to mastery of knowledge. Similarly, if the learning model chosen by the teacher leads to the development of effective and psychomotor aspects, the learning process will be more focused on this aspect of development. Therefore, the learning program engineered by the teacher will greatly color the learning process and obtain student learning outcomes. (Novitasari et al., 2018).

So that tolerance can be developed, giri should be able to make learning plans that lead to that development. The learning model proposed can be an alternative for developing values, including developing tolerance and diversity attitudes. These models are theoretical models which of course must be redeveloped by the teacher in line with the characteristics of the subject, the classroom environment, students, and the teacher's ability to apply them. For example, when the teacher will develop a group investigation learning model in the Civics learning process. and as previously explained, this model is essentially where students are organized by conducting cooperative inquiry on social and moral issues, as well as academic problems. Therefore, if this model will be applied to the learning process, the teacher must design learning that includes: (1) how many groups of students are there (2) how many students are in one group (3) what phenomena will be studied and how to do it. (4). when and how much time is needed to do it (5). how to analyze the findings (6). how to present it or report it (7). how to evaluate all of this will require clear design and preparation so that time can put to good use. (Hartati, 2018).

As we already know that tolerance is an absolute requirement to practice Pancasila as well as possible and ensure good relations between fellow Indonesians, it is also known that Indonesian society is a pluralistic society. Compound in this context is belief in the one and only God, regional language and culture as well as ethnic groups with different customs. Thus embracing religion to live the belief in God Almighty. The difference does not always have to be maintained in the arena of religion and belief, it is a matter related to belief and it is a matter of belief that should not be forced, for that we must have a tolerant spirit, the religious tolerance we have does not mean mixing religious teachings and purity of teachings We have to keep religion.

Civic education learning, which is particularly an effort to develop tolerance for students in general, is not too much of a difference from learning activities in general, but in value learning the elements of the use of the senses are very important. One thing that must be underlined is that the purpose of education Cognitive and moral not only help students in terms of thinking students understand rationally and direct their behavior better which is internally consistent and desired by the community. (Novitasari et al., 2018).

In the context of learning the value of tolerance, education plays an important role. Many of the studies conducted ²¹ a cultural background show a significant relationship between education and tolerance. This is included in the Universal Declaration of Human Rights, article 26 which states that education should be directed to encourage mutual understanding, tolerance and friendship between various nations regardless of race, religion and so on. The lack of tolerance for differences that trigger conflict and violence is evidence of the lack of optimal value teaching that has been carried out so far.

Teachers in schools are supposed to be examples and role models for their students in the learning process at school, therefore in civics education teachers are required to be role models in attitude and teaching as well as involving students to interact so that tolerance will grow in them. A teacher should pay more attention to how to speak and behave, because an act and speech that is not in the right place can have a bad impact on students, there are several values of tolerance that can be applied in learning at school:

a. Freedom and mutual respect in opinion.

Learning ¹⁵ can be done in the classroom is to create groups and discuss activities, ask questions and do group work. Students are taught to be able to respect the opinions of their friends by not interrupting the conversation that is being discussed and so when students express their opinions, they must be in a polite way, not by imposing their will and not offending others.

b. Caring among students

Tolerance learning can be done by instilling a caring attitude in the classroom, each student is instilled in caring for one another, caring about the condition of their peers in the class. When one of your friends is having trouble, the other friends will feel worried and grow a sense of caring.

c. Brotherhood

An educator can create a fraternity by considering all students as brothers and not discriminating against their background. The teacher must set an example in being tolerant by not discriminating between students from one another. Teaching students to be brothers is in accordance with the motto of the Indonesian nation, namely *Bhineka Tunggal Ika*, which we already understand that this motto has meaning even though they are different, they are still the same.

d. Student Behavior training Student behavior

Training can be carried out in the classroom, training in the form of learning to stay away from behavior that can trigger fights, if that happens it must be resolved properly, immediately apologize if there is a difference of opinion. (Muhammad & Muchtar, 2018; Fauzia, 2018). The existence of differences in people's lives is a natural thing, especially differences in views and goals, if we are able to respond wisely then it will not affect the sense of brotherhood among others. tolerate. The Indonesian state which consists of various cultures and ethnic groups will become a strength if it is maintained by all citizens, the existing diversity will become an asset in the form of local wisdom if managed to strengthen unity and integrity.

4. Conclusion

Civic education is a form of effort to equip students with basic knowledge and abilities related to public relations. in order to become citizens who can be relied on by the nation and state, and in general it aims to develop Indonesia into a human being who is obedient to God Almighty. Schools and teachers must be able to improve, expand and place an appreciation and practice of Pancasila. In this case, building tolerance among students plays an important role and it is proven as we know that tolerance is an absolute requirement for practicing Pancasila and mutual respect between diversity. The role of civic education is in line with fostering a tolerance attitude of students to be able to get along, respect each other and help each other.

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