

IMPLEMENTATION OF TOLERANCE VALUES IN THE CIVICS SUBJECT CASE STUDY AT SANGARI ELEMENTARY SCHOOL, DONGGO DISTRICT

Syufatul¹, Junaidin², Muliadin³

^{1 2 3} Sunan Giri Bima Islamic Institute

Syufatul17@gmail.com

ABSTRACT

This study aims to describe the implementation of tolerance values in the learning of Pancasila and Civic Education (PPKn) at SDN Sangari, Donggo Pagi Subdistrict. Tolerance values are an essential part of character building for students, especially at the elementary school level, which serves as the initial foundation in shaping attitudes of mutual respect, appreciating differences, and living harmoniously in diversity. This research employed a descriptive qualitative approach with data collection techniques including observation, interviews, and documentation. The subjects of the research were PPKn teachers and fourth-grade students at SDN Sangari. The findings indicate that the implementation of tolerance values in PPKn learning is carried out through the integration of teaching materials, teacher role-modeling, habituation of tolerant behavior in school life, and the resolution of simple conflicts among students. Teachers actively instill tolerance through classroom discussions, educational games, and the strengthening of Pancasila values in daily life. However, several obstacles were encountered, such as limited contextual learning media and insufficient teacher training in developing integrated character education within the curriculum. Nevertheless, overall, the process of instilling tolerance values at SDN Sangari shows a positive impact in shaping students' attitudes of mutual respect and acceptance of differences. The study recommends that teachers act as facilitators of tolerance values by maximizing support from the school environment and parents to foster tolerance from an early age.

Keywords: Implementation, Tolerance Values, PPKn, Elementary School, Case Study

INTRODUCTION

Pancasila and Citizenship Education (PPKn) plays a crucial role in shaping students' character, particularly in instilling moral and national values from an early age. One of the key values emphasized in PPKn learning is tolerance. Tolerance is not merely an attitude of respect for differences, but also a crucial foundation for creating a harmonious and peaceful social life in a diverse society, (Yulianti, 2021). In elementary schools, particularly at Sangari Elementary School in Donggo Pagiasi District, the values of tolerance are highly relevant given the diverse social, cultural, and religious backgrounds of the students. In this context, Civics teachers play a strategic role in designing learning methods that can internalize these values within students. The implementation of tolerance in schools is reflected not only in teaching materials but also in daily interactions between students, teachers, and the entire school community, (Indah, 2021). However, in practice, the implementation of tolerance values still faces various challenges. Some students still display exclusive attitudes toward peers from different backgrounds, and not all teachers have effective pedagogical approaches to teach these values contextually, (Fitriani, 2020). Therefore, an in-depth case study is needed on how tolerance values are implemented in civics learning in elementary schools, particularly at SDN Sangari, (Mariyah, 2022).

METHODS

This research uses a qualitative approach with a case study. This approach was chosen because it aligns with the research objective, which is to explore in-depth the implementation of tolerance values in Pancasila and Citizenship Education (PPKn) at Sangarai Elementary School, Donggo Pagiasi District. Qualitative research aims to understand social phenomena from the perspective of participants in a holistic and contextual manner.



This type of case study was chosen because the researcher wanted to explore in depth one specific case that occurred in a real-life context: the practice of teaching tolerance values in elementary education. This case study is descriptive and exploratory, focusing on the social context and school environment where character education, particularly tolerance values, takes place. This research was conducted at Sangarai Elementary School, located in Donggo Pagiasi District. This location was chosen because it is an elementary school in an area with a fairly heterogeneous socio-cultural background and a dynamic practice of tolerance within the school environment.

The research implementation period starts in September 2025 and ends in September 2025, including the initial observation stage, primary data collection, data analysis, and validation of findings. The subject of this research is the process of implementing tolerance values in the PPKn subject. The research informants consist of;

PPKn teacher for grade IV.
Principal of Sangarai Elementary School
Students from grade IV.

To obtain valid and comprehensive data, the researcher employed several data collection techniques, including: direct observation of Civics learning activities in the classroom. The researcher observed. Semi-structured interviews were conducted to explore the informants' understanding, experiences, and practices regarding tolerance values. Documentation was used to substantiate the data obtained from the observations and interviews, (Rani, 2020).

RESULTS AND DISCUSSION

Implementation of Tolerance Values in Civics Learning at Sangari Elementary School

Pancasila and Citizenship Education (PPKn) instruction at the elementary school level plays a strategic role in instilling fundamental national values, including tolerance. At Sangari Elementary School in Donggo District, Bima Regency, efforts to instill tolerance are systematically implemented through an integrative and contextual learning approach. Civics teachers at Sangari Elementary School utilize learning opportunities to discuss various social issues relevant to students' daily lives. For example, in a lesson on cultural and ethnic diversity in Indonesia, the teacher not only delivers theoretical content but also engages students in a discussion about the importance of respecting differences. This approach enables students to understand that differences are not grounds for hostility but rather a national treasure that must be cared for together.

The implementation of tolerance values is also evident in extracurricular activities and daily habits at school. One concrete example is the "Cross-Class Picket" activity, where students from various cultural and ethnic backgrounds are involved in heterogeneous work groups. The goal is for them to learn to work together regardless of their individual backgrounds. This activity has proven effective in fostering mutual respect and strengthening social relationships among students.

Furthermore, the value of tolerance is instilled through the exemplary behavior of teachers and the principal. At Sangari Elementary School, educators consistently demonstrate an open and fair attitude when addressing differences of opinion or minor conflicts between

students. When disagreements arise, teachers do not immediately punish students but instead engage in dialogue to find a solution together. This provides students with firsthand experience in resolving differences peacefully and with mutual respect.

Equally important, support from parents and the surrounding community is also key to the successful implementation of tolerance values. The relatively diverse social environment in Donggo District compels schools to make tolerance a core value in the educational process. Sangari Elementary School even regularly holds community activities, such as interfaith mutual cooperation (gotong royong) or national holiday celebrations, involving all elements of the school and the surrounding community. Thus, the implementation of tolerance values at Sangari Elementary School is not limited to the classroom but permeates various aspects of school life. This demonstrates that character education, particularly the value of tolerance, can be effectively instilled if implemented consistently, collaboratively, and based on local wisdom.

Interview Responses: Implementation of Tolerance Values from the Perspective of PPKn Teachers, Students, and School Principals

To explore the implementation of tolerance values at Sangari Elementary School, researchers interviewed several key informants considered to play a crucial role in the educational process: the Civics teacher, fourth-grade students, and the principal. The interviews revealed that tolerance values are not only taught but also practiced in daily life.

Civics teacher at Sangari Elementary School, Ms. Ismi Sari, S.Pd., stated that instilling the value of tolerance is not enough through theory alone. She said:

"We always incorporate the value of tolerance into our lessons, even when the material is about norms or rules. For example, during group discussions, I pay attention to whether the students respect each other's opinions. If someone interrupts, I reprimand them in a constructive manner."

Furthermore, he added that it is important for teachers to be role models in being fair and impartial in dealing with differences between students.

Meanwhile, a fourth-grade student named Lesti (10 years old) stated that she learned to respect her friends of different religions and ethnicities at home and at school. In an interview, she said,

"The teacher said we should respect each other. If we have friends of different religions, we should still be kind. I have a friend of a different religion, but we like to hang out together and exchange food."

This statement demonstrates that the value of tolerance has begun to be ingrained in students, even at elementary school age. This demonstrates the success of the approach taken by teachers and the school environment in fostering mutual respect.

The principal of Sangari Elementary School, Mr. Muhdar, S.Pd., also emphasized the importance of collaboration between the school, teachers, and parents in building a culture of tolerance. He explained:

"We always emphasize the importance of character values in teacher council meetings. One of them is tolerance. This school has students from diverse backgrounds, although the majority are of different religions. But we always emphasize that these differences must be respected, as they will eventually live in a wider society."

He also mentioned that the school encourages activities that build tolerance, such as the "Rotating Deskmate" program and open discussions between classes.

The responses from these three parties indicate that the implementation of tolerance values at

Sangari Elementary School is holistic—starting with reinforcement in learning, fostering habits within the school environment, and exemplary behavior from teachers and the principal. Direct, concrete interactions between students from diverse backgrounds significantly contribute to fostering tolerance from an early age.

Obstacles and Challenges

Despite various efforts made by teachers, there are still several challenges in implementing tolerance values, such as: Limited Learning Media. The lack of books or teaching materials relevant to the local context forces teachers to innovate further in designing meaningful learning. The Influence of the Outside School Environment. Some intolerant attitudes that occur outside of school sometimes spill over into interactions between students. Therefore, teachers and schools need to actively communicate with parents to build a shared understanding.

Positive Impact of Implementation.

From the results of observations and interviews with teachers and students, it can be seen that the implementation of tolerance values has a positive impact on:

1. Cultivating awareness of respecting differences
Through discussion and case study approaches in Civics, students begin to understand that individuals may differ in religion, culture, and customs, yet still deserve respect. Civics learning is a strategic vehicle for fostering this awareness.
2. Increase mutual respect and cooperation
When the value of tolerance is applied, students are trained to work together despite their different backgrounds. Collaborative projects, discussion groups, and mutual cooperation activities between students become more harmonious.
3. Reducing negative stereotypes and prejudice
By continuously internalizing tolerance in materials and discussions, students tend to reduce stereotypical views of “other” students, for example, not immediately judging new friends' habits as “strange”.
4. Supporting a safer and more comfortable classroom climate
When students feel “valued for who they are,” the classroom atmosphere becomes more conducive. Students are less afraid of rejection when expressing their identities. This creates an emotionally safe learning space.
5. Strengthening character and integrating Pancasila values
The implementation of tolerance in Civics directly reinforces the values of Pancasila, particularly the second principle (unity) and the fifth principle (social justice for all people). Tolerance is an integral part of the expected character of students.

Mutual respect among students, especially in group work. A decrease in discriminatory behavior, such as teasing friends with different backgrounds or abilities. An increase in student awareness of the importance of living in harmony, both at school and at home.

CONCLUSION

Based on the results of a case study conducted at SDN Sangari, Donggo District, Bima Regency, it can be concluded that the implementation of tolerance values in the Pancasila and Citizenship Education (PPKn) subject has gone quite well, although there are still several

challenges that need to be addressed in the future.

Civics teachers actively integrate the values of tolerance into learning activities, through discussions, role-playing, and problem-solving related to cultural, religious, and opinion diversity. This is reflected in how students demonstrate mutual respect for differences, such as when working in groups comprised of people from diverse family backgrounds or when celebrating religious holidays. These activities not only teach the concept of tolerance theoretically but also shape students' attitudes and habits in their daily lives within the school environment. However, challenges remain, such as a lack of contextual learning media that aligns with local values and a lack of ongoing teacher training on multicultural education. Therefore, synergy between schools, parents, and local governments is needed to further support the strengthening of character education, particularly the value of tolerance.

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