

The role of civics teachers in improving the character of tolerance in class X students of Al Hidayah High School

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ABSTRACT

This research aims to examine the role of Civics teachers in strengthening the character of tolerance among students. Civics teachers have a significant responsibility in instilling the values of tolerance through classroom learning. This study employs a qualitative research method, with data collected through observation, interviews, and documentation. The findings indicate that teachers play a crucial role in strengthening the character of tolerance, which serves as a bridge for instilling tolerance values in students. The study identifies five steps in implementing tolerance education in the classroom. First, teachers analyze basic competencies by identifying the character values contained in the learning materials. Second, they prepare a lesson plan that focuses on tolerance-related content. Third, they implement the learning process according to the planned activities. Fourth, they conduct assessments to evaluate students' understanding and development. Finally, they evaluate the learning outcomes to determine the extent to which students have understood and internalized the values of tolerance taught by the teacher.

Keyword: the role of civics teachers; strengthen; the character; tolerance

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1. INTRODUCTION

Education is not merely a process of transferring knowledge from teachers to students; it is also a process of developing character values, including religious tolerance, which serves as a fundamental aspect of education alongside knowledge and skills. Enhancing students' attitudes of religious tolerance is the responsibility of all stakeholders, including teachers. Every subject taught by teachers contains core values that can contribute to the development of students' religious tolerance, including Civics Education (PPKn) (Darwis, 2020).

In general, education can be defined as a systematic effort and process aimed at shaping human character and beliefs through established standards such as morality, courtesy, and tolerance. Therefore, education, particularly within the affective domain, also encompasses cognitive and psychomotor dimensions, as well as expressive aspects such as enthusiasm, sincerity, and perseverance, and normative aspects including morality, politeness, and tolerance (Situmeang et al., 2023).

Civics Education teachers are not solely oriented toward the transmission of knowledge but also strive to instill values of tolerance in students. This is particularly important because Civics Education contains learning materials designed to foster values and morals that can help students develop the expected attitudes of tolerance. Therefore, the teaching and learning process largely depends on the role of teachers in educating, guiding, and directing students so that their behavior reflects tolerant attitudes and supports the achievement of character education objectives. The success of classroom learning is fundamentally determined by students' learning outcomes, which are supported by the effectiveness of teachers' instructional practices (Hulu, 2023).

Tolerance refers to attitudes and actions that respect differences in religion, ethnicity, opinions, and perspectives, while promoting harmonious interactions with others who may differ from oneself. Tolerance involves accepting, respecting, and appreciating diversity. As a multicultural nation, Indonesia must continue to promote tolerance, particularly religious tolerance. Therefore, teachers, especially Civics Education

teachers, play an important role in empowering students to understand and experience the true meaning of tolerance.

Based on preliminary observations conducted at SMA Al Hidayah, several student behaviors were identified that can be categorized as negative behaviors. These include a lack of respect toward teachers, indifference to the opinions of classmates during classroom discussions, and discriminatory attitudes toward peers based on ethnicity and physical differences. In particular, students' attitudes toward tolerance during the learning process remain a concern. Some students tend to be passive and unwilling to focus on lessons when the teacher is explaining Civics Education material. Furthermore, some students disturb their classmates, encourage others to lose focus, engage in disruptive behavior, and create classroom noise that interferes with both the teacher's instruction and the concentration of other students.

To address the challenge of limited understanding of tolerance values among students, Civics Education serves as an important medium for character development. Consequently, Civics Education teachers strive to prevent intolerant behavior by fulfilling their role as moral guides who provide direction, encouragement, and positive examples for students, both within the school environment and in the broader community.

Based on the background of the problem described above, the researcher is interested in conducting a study entitled: "The Role of Civics Education (PPKn) Teachers in Strengthening the Character of Tolerance among Grade X Students at SMA Al Hidayah."

2. RESEARCH METHOD

This study employed a qualitative research approach with a descriptive design and qualitative data analysis. Data were collected and subsequently analyzed to provide a comprehensive description of the phenomenon under investigation. According to Bogdan and Taylor, qualitative research is a research procedure that produces descriptive data in the form of written or spoken words and observable behaviors of individuals being studied.

The use of qualitative methods enables researchers to gain a deeper understanding of individuals' personalities and to view them from the perspective of how they interpret and understand their own world. Researchers directly observe participants' daily experiences within their social environments. The focus of the study is on groups and experiences as cultural constructions that shape their social reality. Qualitative research is based on efforts to develop detailed perspectives of the participants being studied, expressed through words and holistic descriptions of complex social phenomena.

In qualitative research, the researcher serves as the primary research instrument. Therefore, the researcher functions as a human instrument who is responsible for collecting, interpreting, and analyzing the data. To effectively fulfill this role, researchers must possess sufficient theoretical knowledge and broad insight to ask relevant questions, conduct analyses, document observations, and construct meaningful interpretations of the research object. This enables the phenomenon under study to be understood more clearly and comprehensively (Bogdan & Taylor, 2019).

3. RESULTS AND DISCUSSION

Based on the observations conducted by the researcher, it was found that several students in Grade X at SMA Al Hidayah exhibited behaviors that tended toward negative attitudes. These behaviors included showing a lack of respect toward teachers during Civics Education (PPKn) lessons, failing to appreciate the opinions of others during classroom discussions, and demonstrating low levels of concern and empathy toward their peers.

The Role of Civics Education Teachers in Strengthening Students' Tolerance Character

In this study, the role of Civics Education teachers in strengthening the character of tolerance among Grade X students was explored through observations and interviews conducted with both Civics Education teachers and students at SMA Al Hidayah. The interviews focused specifically on understanding the teachers' roles and strategies in fostering tolerance among students.

Teachers are figures who are expected to serve as role models both inside and outside the school environment. Their influence on students is highly significant. Therefore, Civics Education teachers must first demonstrate tolerant behavior toward their students. This includes respecting and accepting different viewpoints, beliefs, and opinions. A comprehensive understanding of tolerance promotes mutual understanding, which in turn fosters harmony among individuals.

Civics Education teachers play an important role in strengthening students' tolerance character by serving as role models. Their responsibility extends beyond transferring knowledge to students; they are also

tasked with transmitting moral values, particularly the value of tolerance. These values include religious tolerance, respect for cultural diversity, and the ability to understand and appreciate cultural traditions that may differ from one's own.

In the implementation of Civics Education learning, teachers organize classroom activities, deliver learning materials, and demonstrate tolerant behavior throughout the learning process. Evaluation activities also reflect tolerance values through teachers' assessments of students' attitudes and interactions in the classroom. At SMA Al Hidayah, Civics Education teachers demonstrate the importance of tolerance by encouraging students to show sympathy and support for classmates who experience difficulties.

Tolerance is fundamentally based on respecting others, both as individuals and as members of groups within society. It involves acknowledging and accepting differences in opinions, thoughts, ethnic backgrounds, religions, and beliefs. Tolerance also encourages individuals to help one another regardless of differences in identity or background.

Tolerance is an essential prerequisite for practicing the values of Pancasila and maintaining harmonious relationships among Indonesian citizens. Among students, tolerance means allowing others the freedom to exercise their rights as guaranteed by Article 29 of the 1945 Constitution of the Republic of Indonesia. The presence of tolerance among students contributes to the development of social harmony and positive interpersonal relationships within the school environment.

The findings of this study are consistent with the research conducted by Agung Suharyanto (2013) on the role of education in fostering tolerance among students. The study emphasized that Civics Education teaches students how to create harmony within the school environment. In accordance with the objectives of Civics Education, students are expected to understand and internalize the values contained in Pancasila and the 1945 Constitution, thereby becoming responsible and ethical citizens. Consequently, Civics Education serves as an important component in shaping students' personalities and developing the character of Indonesian citizens in line with the principles of Pancasila and the Constitution.

In the process of character development, Civics Education promotes five core values: religiosity, nationalism, independence, mutual cooperation, and integrity. Tolerance is one of the essential components of religiosity; therefore, it is regarded as one of the key values taught to students through Civics Education.

The findings reveal that teachers serve as the primary bridge for instilling tolerance values among students. The study identified five stages in implementing tolerance education in the classroom. First, teachers analyze basic competencies by identifying character values embedded in the learning materials. Second, they design lesson plans that emphasize tolerance-related content. Third, they conduct learning activities according to the planned instructional strategies. Fourth, they carry out assessments to evaluate students' understanding and behavior. Finally, they evaluate learning outcomes to determine the extent to which students have understood and internalized the values of tolerance taught during the learning process.

Based on observations and interviews, teachers at SMA Al Hidayah consistently provide motivation and guidance related to tolerance, particularly during classroom learning activities. Teachers encourage students to respect one another and develop a deeper understanding of tolerance. They emphasize the importance of respecting individuals from different religious backgrounds and beliefs. Civics Education teachers play a significant role in strengthening students' tolerance character through various strategies, including discussions, simulations, and collaborative learning activities that encourage students to understand and appreciate differences. Furthermore, teachers create an inclusive learning environment and serve as role models who consistently demonstrate tolerant attitudes in their daily interactions with students.

4. CONCLUSION

This study examined the role of Civics Education (PPKn) teachers in strengthening the character of tolerance among Grade X students. The findings indicate that Civics Education teachers at SMA Al Hidayah have made substantial efforts to strengthen students' tolerance character by consistently providing motivation and encouraging students to practice tolerant attitudes in their daily lives. Teachers actively guide and mentor students to develop positive behavior, respect and appreciate others, and maintain harmonious relationships with their peers.

The study also found that many students have demonstrated an awareness of tolerance values. This is reflected in their willingness to help classmates who experience difficulties in learning, respect the opinions of others during classroom discussions, and show respect toward teachers during the learning process. Such

behaviors indicate that tolerance values have begun to be internalized by students through both classroom instruction and daily interactions.

Furthermore, SMA Al Hidayah has implemented various initiatives to support the strengthening of students' tolerance character. These efforts include enforcing school regulations, providing guidance and counseling, and continuously educating students about the importance of mutual respect, understanding, and acceptance of differences. Through the collaborative efforts of teachers and the school environment, tolerance character development has been effectively promoted among students.

Overall, the findings suggest that Civics Education teachers play a vital role in fostering tolerance character, and that continuous reinforcement through classroom learning and school culture is essential for developing respectful, inclusive, and socially responsible students.

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