

Students' Perception and Imagination towards Tolerance in A Short Story Appreciation Learning

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ABSTRACT

This present study aims at (a) describing the students' perception about the form of inspiration of tolerance based on the short story appreciation learning (b) describing the students' perception about the benefits of diversity; (c) describing the students' imaginative attitude in facing intolerance after attending the short story appreciation learning. The data of this current descriptive-qualitative study were the students' opinion towards the inspiration of tolerance grasped after appreciating the short story and their attitude in facing diversity and intolerance. The data sources were students of senior high school in Surakarta, Central Java, Indonesia. Based on the purposive sampling, the data sources were 120 students from 4 classes in 4 senior high schools in Surakarta. The data were collected through questionnaires and observation. The data were validated through a source triangulation data. Further, the data were analyzed with critical analysis. The result shows that (1) all students state that they obtain an inspiration to be more tolerate; (b) the students perception towards the benefit of the diversity covers: fostering tolerance, cultivating unity, nurturing peace, and inspiring progressivity; (c) the students' imagination attitude in facing tolerance, among others: educating (4%), advising (68%), tolerating (89%), and creating a tolerant environment (8%).

Keywords: *Imaginative Attitude; Tolerance; Appreciation; Short Story*

1. INTRODUCTION

Surakarta or known as Solo is one of the cities in Central Java, Indonesia which is susceptible to conflict due to its diverse community. Based on the demographic profile of Surakarta, it has 570.876 people with various religion as well as their daily work-activity [1]. Besides, Surakarta has its sundry ethnicity such as Javanese, Chinese, Arabic, Indian, and European [2][3].

The education of tolerance is considered as one of the preventive ventures to overcome the conflict. The Center for Curriculum, Ministry of National Education (2010:9) formulates the term tolerance as "behavior and action to appreciate the difference of others' religion, ethnicity, opinion, attitude"[4].

Based on the Statute of President of the Republic of Indonesia Number 87 the Year 2017 about the Cultivation of Character Education, the character of tolerance is one of the 18 characters which needs development to manifest a cultured nation[5]. The fostering of the character can be integrated into the intra, co-, and extracurricular program.

The short story appreciation learning is, therefore, one of the intra-curricular programs which enable to contain the education of tolerance. The value of tolerance is depicted in the characters, sequence of events, the background of the story, or in the other element of the story which is potential to be developed as a learning material containing education of tolerance.

This study aims at (a) describing the students' perception about the form of inspiration of tolerance based on the short story appreciation learning (b) describing the students' perception about the benefits of diversity; (c) describing the student's imaginative attitude in facing intolerance after attending the short story appreciation learning.

2. METHOD

The data of this current descriptive-qualitative study were the students' opinion towards the inspiration of tolerance grasped after appreciating the short story and their attitude in facing diversity and intolerance. The data sources were students of senior high school in Surakarta, Central Java, Indonesia. Based on the purposive sampling, the data sources were 120 students from 4 classes in 4 senior high schools in Surakarta, i.e. SMA N 4 Surakarta, SMA Al Islam I Surakarta, SMA Muhammadiyah I Surakarta, and SMA Pangudi Luhur Santo Yosef Surakarta. The data were collected through questionnaires and observation. The data were validated through a source triangulation data. Further, the data were analyzed with critical analysis. The result, then, is presented through an explanatory and table technique.

3. RESULT AND DISCUSSION

The result of this present study covers the description of the inspiration of tolerance in the short story for the students, the students' perception about the benefits of diversity, and the students' imaginative attitude in facing intolerance. The students' perception and imagination were gathered after they learn the short story appreciation containing education of tolerance. The short story is "*Gadis Kecil yang Menghafal Lagu Kebangsaan*" 'A Little Girl Memorizing National Anthem' by Fitriani. This story picturizes many conditions of diversity so it can be a teaching-learning material to strengthen the students' tolerance.

3.1. The Forms of Inspiration of Tolerance from the Short Story

Based on the result of the study, the students state that they obtain inspiration to be more tolerant after the learning. The inspirations are such as acting tolerance and avoiding intolerance.

Table 1: Data of Students Tolerance Inspiration

No.	Forms of Inspiration	Variation of Inspiration	Amount of Students
1.	Acting Tolerance	Appreciating diversity	68%
		Giving help to other people	18%
		Motivating	18%
		Appreciating others' effort	23%
2.	Avoiding Intolerance	Not disturbing others	5%
		Not insulting	13%
		Not hurting	3%

The aforementioned data shows that the short story is able to utilize as a teaching-learning material containing a character education, particularly tolerance. Hilman, Tjahjandri, and Untari (2003) found the values of tolerance is the collection of short stories "*Dua Tengkorak Kepala*" 'Two Skulls' by Motinggo Busye[6]. Furthermore, Suryadi and Nuryatin (2017) found the values in the anthology of short story "*Senyum Karyamin*" 'Smile of Karyamin' by Ahmad Tohari which contains 11 values of character education, including tolerance[7].

Literary works are indeed potential to be used as a medium of character education. The novel *Back to Blood* tells about the inter-ethnic relation in Miami, the conflict between black people and the Cuban police officers, and the refugees of Cuba and Haiti[8]. This novel can also be the learning material as it contains the value of tolerance. Wan (2016) used Cinderella from many countries to develop a story which contains education of tolerance[9]. Suhardi (2018) concluded that the fairytale "*Putra Lakon*" contains a value of tolerance.

The utilization to strengthen students character or skill have been proven by several pieces of research. Moecharam and Kartikasari (2014) concluded that literary works can be utilized to develop students cultural awareness[10]. Anderson (2014) concluded that literary works can be used to cultivate students cultural competence[11]. Chalikendy (2015) stated that literary works can be used to develop language skill[12]. Munaris (2011) utilized the book "*Kecil-Kecil Punya Karya*" as his learning material to develop his students' character[13]. Nurhuda, Waluyo, and Suyitno (2017) utilized literary works for the learning material in Bahasa Indonesia Untuk Penutur Asing (Bahasa Indonesia for Foreigners)[14].

3.2. Students' Perception towards the Benefits of Diversity

The result of this present study shows that all students have their own positive perception about the existence of pluralism in the communities. They vividly emphasize the benefit of the diversity.

Table 2. Students Perception about the Benefit of Diversity

No.	Core of Perception	Variation of Students Statement	Amount of the Students
	Cultivating tolerance	Appreciating diversity, understanding character, taking care of each other, uneasy to blame others, altruistic, helping each other, high solidarity	85%
	Fostering unity	Uniting, overcoming schism, fostering unity, uniting culture, as a bridge/media/tool to unifying the nation	27%
	Strengthening peace	leading to harmony and peace, life becomes peaceful, fostering caring, lives together in peace, fostering unity and peace, creating a safe society, harmonious and calm, a life which full of peace, creating a safe life	18%
	Inspiring for the sake of progressiveness	motivating effort, never give up, bringing new culture, growing progress, becoming lessons, adding insight, planning actions, facilitating adaptation, preserving culture, becoming wealthy, daring to face difficulties, bringing forth a new one, learning to respect the situation, becoming proud, learning habits, realizing the challenges of life	18%

The data depict that the diversity in the society is assumed by the students as a positive situation. 85% of the students state the benefit of the diversity. The students' perception has in common to the tolerance of the students in Banda Aceh[15]. A high-enough awareness towards the attitude of tolerance is also picturized by SMA Selamat Pagi Indonesian in Bumi Aji, Batu[16].

The cultivation of tolerance has to be accomplished since diversity is susceptible to conflict. Rianti, Riva'ie, and Supriyadi (2015) conclude that tolerance in senior high school in Pontianak is good enough, but is not maximal due to its students preference to make friend with their own same-religion-community[17].

3.3. Students' Imaginative Attitudes towards Intolerance

The following statements are the result of students' imagination in facing intolerance among society.

Table 3. Imaginative attitude in facing tolerance

No.	The core of the Attitude	Variation of the Students' Statement	Amount of the Students
	Educating	Training tolerance, guiding, holding seminar, educating students	4%
	Advising	Persuading, engaging, informing, explaining, giving understanding, reprimanding the perpetrator, bringing around, reminding others	87%
	Being Tolerant	respecting others, instilling tolerance, having a calm and patient attitude, not offending others, being unselfish, tolerant, not discriminating, discarding intolerance, maintaining tolerance, understanding situations, fostering a sense of unity, not imitating intolerance.	89%
	Creating a tolerant environment	Giving examples, setting examples, conditioning the environment, people around are influential and needs to foster a tolerant attitude from an early age	8%

The data on the table shows that all of the students disagree with the existence of intolerance. They imagine to behave and act to eradicate intolerance.

4. CONCLUSION

The result of this present study proves that the short story appreciation learning is able to inspire students to strengthen their tolerance. The short story can inspire people to be more tolerant and avoid any intolerance action. The inspirations to act tolerant are such as appreciating diversity, giving help, motivating, and valuing effort. Further, the inspirations in terms of avoiding intolerance are such as not disturbing others, not insulting, and not hurting. The students can also have positive perception related to the condition of the diversity in the communities. They assume that diversity has benefits such as: fostering tolerance, cultivating unity, nurturing peace, and inspiring progressivity. The students can also imagine that in facing the intolerance among society by educating, advising, being tolerant, and creating a tolerant environment.

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