

Introduce Tolerance in Early Childhood

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Abstract. Indonesia is a multicultural country and has a variety of cultures, ethnicities, languages, and religions, so it is very important to introduce tolerance to children from an early age at school. This paper reveals how teachers introduce tolerance in early childhood. This study used a case study research method with a purposive sampling technique, determined three teachers from three schools at the kindergarten level, obtained data through interview and observation techniques, which were then analyzed using the Milles Huberman data analysis technique, namely data collection, data reduction, presentation of data and conclusions. The results of the study show that teachers introduce tolerance in learning through materials, methods, media, and habituation. The limited understanding of teachers about tolerance and ownership of technology media greatly influences teachers in introducing tolerance to children.

Keywords: early childhood, teacher, tolerance

1 Introduction

Indonesia is a multicultural country with various cultures, ethnicities, languages, and religions. This situation is supported by the Indonesian state which geographically has many islands stretching from Sabang to Merauke. Living side by side with mutual respect amid differences is very important, for this reason, tolerance is needed to create peace. Tolerance is implicitly contained in the National Education Goals article 3 of the 2003 Law, which mentions having faith and piety to God Almighty and having a noble character. Having a noble character in early childhood education, namely the existence of religious and moral values that are instilled in children, among others, namely tolerance. The noble character in the National Education Goals shows the importance of tolerance in children. In addition to the National Education Goals, tolerance is also stated explicitly in the STPPA (Standard Level of Achievement of Child Development), namely in Religious and Moral Values (NAM) which is expected that children have good tolerance, namely children know religious holidays, and respect (tolerance), other people's religion [2]

Tolerance appears to be systemic in Indonesia through existing policies so that it can be implemented in formal educational institutions from early childhood education to higher education, aiming to form students with good tolerance. Good tolerance is reflected in students' ability to respect and appreciate the differences that exist, such as religious differences, gender differences, and differences in disabilities. Tolerance is a person's ability to adapt to different conditions or with different individuals. Kindergarten is the most fertile period for teachers in instilling tolerance. Tolerance plays an important role in children's social interactions with their environment. Children who have high tolerance will have the ability to adapt to their

environment so that children avoid intolerant behavior from an early age [3][4]. At school through teachers, children are taught tolerance through learning and exemplary [5]. Teachers have a responsibility to correct inappropriate child behavior that is accepted by children in the family, school, and community [6] [7] [8].

Moral education will develop when involving children in learning, children appear interactive and expressive. As happens in cooperative learning and problem-solving, it can develop children's moral values such as tolerance, empathy, and respect for their friends [5] [9], [10]. The tolerance is instilled in children properly, then the child will have good tolerance. In this case, the teacher has an important role in instilling tolerance in children, because the teacher is a transformation of values. Children will follow what is instilled and exemplified by the teacher to them. The teacher instills good tolerance so that children will have good tolerance. So it can be concluded that teachers have an important role in instilling tolerance in children. The questions in this research are; How to introduce tolerance in early childhood?

2 Methods

This study uses qualitative case study research to uncover how teachers introduce tolerance to children who are at the age of six. This research is aimed at kindergarten teachers (TK B), all of whom are women.

2.1 Participant

The research was addressed to three teachers. Teachers were selected by purposive sampling technique with the criteria of teachers teaching in kindergarten (TK B) and being female. The school was selected based on the criteria of an A-accredited school. The selected school was a lab school from a university or under the auspices of a foundation. Each teacher's teaching experience is 3 years, 18 years, and 28 years. Two teachers graduated from universities, while one teacher graduated from a teacher education school (SPG).

Researchers obtained consent from participants before conducting interviews and observations. Researchers provide codes to maintain participant confidentiality and make it easier for researchers to analyze research data. The GS code (teacher at school) is the teacher selected as a participant, and the number 1 indicates the teacher at school number 1 with the GS1 code, then the teacher at school number 2 with the GS2 code, and the teacher at school number 3 with the GS3 code.

2.2 Data Collection Techniques

Data collection techniques in this study used interview and observation techniques. The interview technique was in the form of an open interview instrument which was asked directly to the teacher and was carried out face-to-face for about one hour which was carried out at school and outside of class time. The interview instrument contains questions about how the teacher introduces tolerance to children, namely about what materials the teacher gives to children, what methods and media the teacher uses in learning, and what habits the teacher makes with children at school.

Furthermore, the observation technique is in the form of open observation to find out how the teacher introduces tolerance to children. The observation instrument contains observations about how the teacher introduces tolerance through the material presented by the teacher, the methods and media used by the teacher, and the habits that the teacher gives to children.

2.3 Data Analysis Technique

Data analysis techniques in this study used matrix analysis from Milles Huberman: data collection, data reduction, data presentation, and conclusions . Collecting research data using interview techniques and observation techniques. Interview and observation instruments try to reveal how teachers introduce tolerance to children. The data collected in this study were the results of interviews with teachers and observations of teachers in kindergarten (TK B). The data triangulation used in this study uses the form of source triangulation, namely the instrument from interviews with the results of observations. Data reduction begins with the researcher making transcripts of interview results and transcripts of observations about how teachers introduce tolerance. Then the researcher examines and simplifies all the data from the results of interviews and observations, then the researcher determines the coding and categories and assigns a code to the data transcript. Data that is by the research focus is then prepared as a presentation of research data. The presentation of data is a collection of information that allows researchers to conclude. The final step in analyzing the data is drawing conclusions or verification.

3. Results and Discussion

Participants in the study were female teachers, totaling three kindergarten teachers (TK B), and children aged six years. Two teachers have a bachelor of education background and one teacher graduated from a teacher education school (SPG).

3.1 The Teacher Introduces Tolerance

At school, tolerance is introduced to children by teachers. Teachers have a responsibility for the moral development of children.[11] Teachers in learning introduce tolerance through materials, methods, and learning media, in addition to training children through habituation at school [11], [12]. Based on the results of interviews and observations, shows that teachers in kindergarten (TK B) and Raudhatul Atfhal (RA) teach tolerance to children. Tolerance material is part of the material on religious and moral values that are taught to children[13]. The purpose of introducing tolerance to children from an early age is so that children have good behavior by religious and moral guidelines, namely children have good tolerance. The tolerance material that is introduced to children varies according to the needs of the child.

"I teach children tolerance in associating with friends who are different in religion, language, gender, ethnicity, and differences in social status." (GS3).

"We know that there are various religions, there are Islam, Christianity, Hinduism. Christianity is worship in the church...." (GS3).

" I was introduced to religious tolerance, gender, and disability. Introduced in schools to children there are three kinds of religions, namely Christianity, Hinduism, and Confucianism." (GS1)

"Tolerance is taught to children, the material is in semester 1 and semester 2. In semester 2 there is material about Ramadan, fasting material, and homeland material. The material for tolerance is in semester 1, which is about self-identity." (GS1)

"The material given to children is about ethnic tolerance, language tolerance. The tolerance material is taught to children in semester 2, which is about my country." (GS2)

Based on the data above, shows that teachers not only teach religious tolerance to children but also other tolerances, such as gender tolerance, ethnic tolerance, and disability tolerance so that children know various tolerances and then children have tolerant behavior. As the results of Bowie's research [14] state introducing religious tolerance to children must be accompanied by introducing other morals so that children get to know various kinds of tolerance.

I got the tolerance meter from Google. There was no difficulty for me in preparing the tolerance material because the tolerance material given to kindergarten children doesn't need to be deep...." (GS2)

"There is only tolerance material that I don't know clearly, namely the law on mutual visits to people of other religions or wishing happy holidays to those of other religions. Only until now, no child has asked about it. (GS 2)

Based on the data above, shows that teachers have no difficulty getting tolerance material because teachers can easily get tolerance material from Google. Since Google can provide information quickly as needed, it's just not clear yet about the validity of the tolerance material obtained by teachers from Google. The teacher in conveying tolerance material to children in class uses various teaching methods, namely the storytelling method, the lecture method, and the question and answer method.

"The method used by the teacher in teaching tolerance in class is the storytelling method, the question and answer method. Most often used by teachers in teaching is the storytelling method, often used because children prefer stories " (GS2)

"...I teach tolerance through stories ..." (GS3)

"...Then I asked the kids in class. Is it permissible for us to play together with friends of other religions, namely playing together by playing cooking? Answer the children yes. Then I asked again, is it permissible to disturb friends or not? answer the children may not." (GS1)

Based on the results of interviews and observations, it was found that the learning methods used in learning were the storytelling method, the question and answer method and the one most often used by the teacher was the storytelling method. As the results of research by Rahiem et al.,[15] stated that the storytelling method is most often used in learning because children like stories. Through the teaching method, the material presented becomes clearer and learning can achieve a goal, that is, children's moral development increases [9]. In conveying the material, the teacher uses the storytelling method and also uses learning media, so that learning becomes more interesting for children and the material is better understood because it is conveyed well[10].

"... Storytime is accompanied by pictures so that children understand (GS2)

"... On Google there are pictures and I got them from Google, you can also use cardboard for pictures (GS2)

“ Cut out pictures of places of worship such as mosques, churches, and temples and stick them on the blackboard.” (GS1)

The learning media used are picture media and dolls. The laptop is there but the speakers are broken. There is a projector at school but it is big and hasn't been used for a long time so there are spots on the glass. (GS2)

It is also seen that the teacher uses electronic media in learning with the aim that the material presented is clearer and more interesting for children, such as using YouTube which can be played repeatedly.

“...in introducing morals, we use YouTube that Nur's mother made (GS3)

“...Tolerance material is also introduced outside the classroom by gathering all the children outside the classroom. Together, all children are introduced to tolerance by using a projector, and a film about tolerance is shown. (GS3)

Based on the data above, it shows that in introducing teacher tolerance using various learning media, the easiest to obtain and use is media images, as the results of Nurwita's research [16] state that for teachers media images seem easier to obtain and use. Even though the teacher expects to use electronic media. The teacher introduces tolerance through habituation. It is hoped that through habituation a tolerant behavior will be formed in the child so that the child's *tolerant behavior spontaneously appears in the classroom and outside the classroom.*

“Through habituation children are trained to respect each other, to share.”(GS3)

“ ...Try to come forward 1 boy and 1 girl come forward to lead the prayer by reading short surahs in the Koran and daily prayers...”(GS2)

“... Try to come forward 1 boy and 1 girl and recite the asmaul husna...”(GS2)

Based on the results of interviews and observations, it appears that the children have been accustomed to tolerance by the teacher, such as gender tolerance so that the children spontaneously direct themselves to follow the teacher's orders to move forward together with friends of different gender without any resistance. It is important to introduce tolerance to children from an early age, not only at home but also at school, with the teacher as a transformation of values. The teacher introduces tolerance to children so that children know tolerance well and are internalized within themselves so that children have tolerant behavior[17].Tolerance is introduced to children in learning through materials, methods, and media that have been prepared by the teacher and through habituation at school [18], [19].

4 Conclusion

Tolerance is very important to be introduced to children from an early age through teachers at school, through supportive learning materials, methods, and media, as well as habituation to children so that children have good tolerance. The introduction of tolerance to children by teachers can be conveyed well if it is supported by an increase in the teacher's knowledge about tolerance and the availability of learning media facilities.

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