

THE ROLE OF TEACHERS IN FOSTERING RELIGIOUS TOLERANCE IN EARLY CHILDHOOD AT TK PEMBINA PAHANDUT

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ABSTRACT

Early childhood education is something that is very important for us to give to children as early as possible. A school institution, especially for a teacher, must have a role in introducing religion because this role is very important as it is in fostering the value of tolerance. In cultivating the value of tolerance as early as possible which aims to make the child have a mutual respect for differences. The purpose of this study is to explain the important role of the teacher in instilling the value of tolerance in early childhood. The research used qualitative methods by observing and interviewing one of the teachers and documenting it. The results showed that the teacher's role in cultivating a tolerance value in children included designing a tolerance curriculum, having optimal and proportional competence and having a strong commitment in setting an example to children regarding values. -character values, one of which is the value of tolerance. The role of the teacher in instilling the value of tolerance can also be through learning activities using several methods such as setting an example, giving directions, habituating, storytelling activities, playing activities, and using media.

Keywords: teacher's role, tolerance value, early childhood, character, activities

ABSTRACT

Pendidikan anak usia dini merupakan salah satu pengajaran yang sangat penting untuk diajarkan pada anak. Lembaga sekolah pun terutama seorang guru mempunyai peran yang penting dalam mengenalkan agama terutama menumbuhkan nilai toleransi. Menumbuhkan nilai toleransi sejak dini bertujuan agar anak tersebut mempunyai rasa saling menghargai perbedaan. Tujuan penelitian ini adalah untuk menjelaskan pentingnya peran guru dalam menanamkan nilai toleransi pada anak usia dini. Penelitian menggunakan metode kualitatif dengan observasi dan mewawancarai salah satu guru dan mendokumentasikannya. Hasil penelitian menunjukkan bahwa peran guru dalam menumbuhkan nilai toleransi pada anak antara lain dengan merancang kurikulum toleransi, memiliki kompetensi yang optimal dan proporsional serta memiliki komitmen yang kuat dalam memberikan teladan kepada anak mengenai nilai-nilai karakter salah satunya nilai toleransi. Peran guru dalam menanamkan nilai toleransi juga dapat melalui kegiatan pembelajaran dengan menggunakan beberapa metode seperti memberikan keteladanan, pemberian arahan, pembiasaan, kegiatan mendongeng, kegiatan permainan, dan penggunaan media.

Kata Kunci: peran guru, nilai toleransi, anak usia dini, karakter, aktivitas

Introduction

Early childhood education is education that aims to develop the progress and growth of early childhood as a whole and is more focused on the development of children's personality aspects (Susilo, 2016). Early childhood education is an education that must be given to children, from the birth of a child to the world until the child is six years old because this aims to increase the growth and development of the potential of children. In its development there are things that we must pay attention to because this greatly affects the

development of children to the next level. Development that relates to the entire personality because the child's personality forms a perfect unity. Important aspects of child development include intellectual (intelligence/cognitive), emotional, religious, social and language aspects (Hasnida, 2016).

The cultivation of religious values for children at an early age is an effort to teach religious values that should be taught because it can shape children's behavior and piety in the future. Planting religious values in children is very important because it can make the child has a good religious value, so that when the child will enter the next level education the child already has good knowledge and experience at preschool. The value of religion taught to children from a young age is by teaching Islamic creed and Islamic teachings in the form of worship, muamalah rules and laws (As-Sabatin, 2014).

Tolerance is the first thing from the cultivation of religious values that must be owned by a child. Nasution said that tolerance learning must be implemented from an early age so that the child can apply it in the future for his family and to the extent that it is for the country and nation (Fatimah, 2018). Driel argues that tolerance is broadly the acceptance of all differences that exist in a social life (Ozkul et al, 2018).

To teach tolerance values to a child, the role of educators and parents should be the first. Early childhood can be called the golden age where this period is very good in development towards perfection. So it is a very appropriate time to teach good values to children, one of which is with these tolerance values which will later shape the personality of a child (Fadhillah, 2019)..

One of the most important in instilling the value of tolerance in children is environmental factors, if the environment tends to show negativity then it will make children fall into it. Thus, in the role of a school, environment and family, especially for the role of a teacher and parents, it is very important to teach the value of tolerance to children because the value of tolerance is very useful for him in the future, where the child has a good attitude of tolerance in order for Indonesia to become a country that is strong in tolerance.

One of the 18 national character values that must be possessed by students in Indonesia is the value of tolerance for early childhood. Tolerance is harmony in something that is different. According to Sahal, tolerance is the readiness of a person and an individual in a society who lives within a rule that has been made and is called the meaning of democracy (Sahal et al., 2018).

According to Hjem et al.'s opinion that tolerance means our sense of compliance, acceptance, and pride in the diversity and variety of cultures that exist in the world, forms of expression, and ways of being human (Hjerm et al., 2020). Tolerance can also be interpreted as a deliberate act of restraint in the face of something that is not liked (Janmaat & Keating, 2019).

With this research, it aims to provide knowledge that a teacher is needed for early childhood development, one of which is to foster an attitude of tolerance in children..

Research Method

The research method used is descriptive qualitative method which aims to find out or describe the reality of the events being studied so that it makes it easier for the writer to get objective data in order to know and understand the importance of fostering tolerance attitudes in early childhood at TK Pembina Pahandut Palangka Raya. Qualitative research is a scientific study that aims to understand a phenomenon in a natural social context by promoting a process of in-depth communication interaction between the researcher and the phenomenon being studied (Dr. Umar Sidiq, M.Ag Dr. Moh. Miftachul Choiri, 2019).

The research location was at Pembina Pahandut Kindergarten, Diponegoro street No. 51, Pahandut District, Palangka Raya City, Central Kalimantan Province. The primary data source is Pembina Pahandut Kindergarten students and the secondary data source is

Pembina Pahandut Kindergarten teachers. Data collection techniques used in this research are observation, interview and documentation.

Observations regarding fostering an attitude of tolerance in early childhood at Pembina Pahandut Kindergarten by interviewing teachers who teach religion to Pembina Pahandut Kindergarten students and the last is by documenting it with the support of documents from the interviewees (Fitriani, 2019).

The data that has been collected will be analyzed using data analysis techniques in the form of data reduction which means summarizing, selecting the main things and focusing on the important things. Thus the data that has been reduced will provide a clearer picture of the research, so that the final conclusions of the research can be made and verified (Fabiana Meijon Fadul, 2019)..

Result

Fostering an attitude of tolerance in early childhood is needed in order for children to have a high attitude of respect for others. In early childhood education institutions are taught about tolerance with various activities carried out at school. So it is important to make an activity that can teach children about the attitude of tolerance.

As done by TK Pembina Pahandut Palangka Raya which has fostered an attitude of tolerance. The results of interviews conducted by researchers with Mrs. M as an Islamic religion teacher at Pembina Kindergarten said that "In this school, it really teaches the importance of tolerance in children, so that children can respect others, not make fun of other friends and respect the different religions in school, Islamic religious lessons for children will be taught religion every Saturday, but fostering an attitude of tolerance in children we teach every day in the classroom and outside the classroom environment, in Pembina Kindergarten teachers teach children by getting used to saying sorry, please and thank you and also teachers teach children to respect the opinions of friends".

From his statement, it can be seen that Pembina Kindergarten routinely teaches religion every day during prayer on special religious days and also on Saturdays and to foster an attitude of tolerance in children every day. In class, children will still be taught about tolerance so the teacher reminds children so they get used to it in class and children can also have a high attitude of mutual respect.

As if in class children respect friends who have different beliefs in their class, make friends with others, help their friends, have and have a sense of caring. Teachers at Pembina Pahandut Kindergarten also work with parents regarding this attitude of tolerance, parents are very supportive of activities and what teachers teach their children because for them it is a very important thing, especially in terms of respecting others.

One of the routine activities carried out in this kindergarten is a visit to an orphanage where all students participate in this activity. With this activity, children are taught not to discriminate between groups, teachers teach that every child has the same rights, every human being has a different life. Therefore, children are taught to respect others and not ridicule other children or their friends. Children are also taught to sympathize from a young age so that children have a high sense of empathy. In addition to visits to orphanages, what is done if there is a religious day such as Hari Raya for Christians every certain month children of that religion will be taught dance and praise where children will go out of class to practice and leave classmates who are not of that religion. But the students in the class do not feel jealous they respect their friends and if their friends perform on that day the other friends cheer for them.

According to Fidesnirur, religious tolerance can be realized with the 5k strategy (Faiqoh, 2015), among others: consensus is something that is agreed upon between parents and educators regarding the character to be taught; second, commitment is an obedience and responsibility of a teacher and both parents to make an agreement and its application for children; third, consistency is one of the routine attitudes in implementing this behavior by playing activities, both in the school environment and in the family environment; fourth, continuity is something that is done every day, throughout the year until the behavior carried out becomes a habit that is embedded in the mind and soul of the child and will form a good attitude; consequent: there are consequences that are carried out and must be obeyed by teachers, parents, and children if there is a violation in the commitment to developing children's attitudes.

Some things in tolerance that can be given to children are children who learn to tolerate and accept the existence of a difference in it, the child shows it to adults and we provide support for it, open to knowing people from different backgrounds and beliefs of others, expressing opinions that have feelings of dislike and compassion if there are people who are reviled, helping friends who are oppressed, refraining from giving bad comments to friends, and always thinking positively despite the many differences around them (Soraya, 2013).

Previous research says that tolerance can form an attitude to accept a difference, change some perspectives, recognize other people's belongings, appreciate and respect differences in their culture and also other differences that have been created by God Almighty (Anang & Zuhroh, 2019).

The Teacher's Role in Fostering Tolerance in Early Childhood.

Education has a function to develop cultural values into national cultural values that are in accordance with life. Early tolerance education is very important to be implemented since Early Childhood Education, both explicitly and implicitly. According to Maria Harris, implicit curriculum has the same meaning but is different from what is written. However, researchers recommend the establishment of an explicit tolerance curriculum in early childhood so that children are able to learn and apply the value of tolerance from the start (Manoppo et al., 2019).

Educators have an important role in educational institutions. Based on Indonesian Law Number 14 of 2005 Chapter 2 Article 4 concerning Teachers and Lecturers, the duties of a teacher are, among others: teachers as educators, teachers are educators who become figures and as examples for students and their environment; teachers as learners, the teacher's job is to help students in continuing and developing science and technology. For this reason, teachers are required to keep up with technological developments so that their teaching follows the latest era; teacher as a guide, as a guide a teacher and students are expected to work well together in formulating learning objectives; teacher as a guide, a teacher is highly expected to teach his students in solving problems faced by children and guiding children in exploring their potential; teacher as a trainer, developing skills in students to form basic competencies according to their potential. teacher as an assessor, the assessment of the teacher becomes a determinant in the achievement of students' learning goals (Cahyaningrum et al., 2017).

Teachers have an important role to teach the values of tolerance, namely by implementing from various cultures. The nature of educators in the classroom is something that can help students achieve their abilities regardless of their gender, ethnicity, age, religion, language or privilege (Sosyal et al., 2011).

According to Lickona, Schaps, Lewis and Azra, the role of teachers includes instilling character values such as the value of tolerance, among others: In an effort to teach character to children, teachers must be directly involved in the process both in learning activities and other activities; Teachers have the responsibility to be role models who have character values, one of which is the value of tolerance and have a good influence on students; Educators are obliged to provide direction to their students by building up character by working together to make a decision; Educators are obliged to respond to moral matters that develop and ensure the continuous development of the character of students; Teachers are also needed to provide students on an ongoing basis about various good and bad values. Teachers are important components in improving the quality of education (Djollong & Akbar, 2019).

Educators have a role to instill character values to their students. School is the most influential place for children's growth and character. School institutions or especially educators at school have an important role in instilling character values, including the value of tolerance. From the results of the study, it shows that the attitude of tolerance in children at TK Pembina Pahandut Palangka Raya has received character education in the classroom with character learning, one of which is the value of tolerance. For this reason, it is hoped that optimal and proportional empowerment of teacher competence accompanied by commitment in providing examples to children will create the expected tolerance in early childhood (Jumiatmoko, 2018).

One of the things that teachers can do includes inviting students to use the words "sorry, please, and thank you", by respecting others by shaking hands and bowing, inviting children to imitate polite speech and teaching praiseworthy actions (Fatimah, 2018). Teachers can introduce positive traits to children, introduce the traits of tolerance, strive for children to not only know these traits but understand them, stimulate continuously so that children understand more and the sense of tolerance is embedded in children and enable children to feel the benefits of tolerance (Zain, 2020).

The efforts that teachers make in implementing multicultural education in shaping children's character, especially the value of tolerance at Pembina Pahandut Kindergarten through daily activities at school include, among others, holding a self-development program, integrating into learning activities, building a culture at school, for example by carrying out activities to instill the value of tolerance is to hold a national hero ceremony by wearing regional traditional clothes, by teaching religious activities on Saturdays, and visiting orphanages, with this activity children are introduced to the diversity that exists in Indonesia (Hasanah, 2018).

Methods in instilling the value of tolerance in early childhood As explained by some of the research results above, to instill the value of tolerance in early childhood requires a strategy or appropriate and effective ways so that the goal of instilling the value of tolerance in early childhood is achieved. The teacher is a tool in instilling character values, one of which is the value of tolerance, both in learning activities and outside of learning. To shape the character of the child so that the sense of tolerance is embedded in the soul, the child must see the example around him. Meanwhile, habituation is very effective for early childhood so that the value is increasingly embedded and will not waver in the future (Cahyaningrum et al., 2017).

The method of example and habituation in instilling tolerance values is also implemented by Kiddy Care Tegal. Teachers provide direct examples so that the hope is that the child can immediately practice the positive attitudes that are exemplified. Teachers familiarize children to interact with the surrounding environment (Faiqoh, 2015). Exemplary and habituation are very important elements in the process of doing children's behavioral

attitudes. Educators or teachers should be the main example before instilling character in children. Methods to instill the value of tolerance in children can also use media. Learning by utilizing media makes it easier for children to understand and participate in learning activities (Lestaningrum & Jayanti, 2019).

Conclusion

Teachers are the second parents for students at school. An educator has a mandatory duty to foster the values of tolerance for his students. By creating a tolerance curriculum, having professional and optimal abilities. In this very strong agreement, there is an example to children about several character values, one of which is the value of tolerance. Thus, to teach the value of tolerance, do it through several learning activities with methods such as providing examples, giving some direction to children, doing good habits, through storytelling activities, doing fun game activities while learning, and using several learning support media. Or with routine activities carried out at school as is done by the Pahandut Pembina Kindergarten where every Saturday the school teaches each child's religion and also fosters tolerance every day in the classroom.

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