

ANALYSIS OF TOLERANCE AND POLITENESS IN SOCIAL INTERACTION OF THIRD GRADE STUDENTS OF PUBLIC ELEMENTARY SCHOOL 2 TABILAA

Altriani Siso¹

E-mail: altrianisiso93@gmail.com¹

Universitas Negeri Manado

Jeffry Lengkong²

E-mail: jeffrylengkong@unima.ac.id

Universitas Negeri Manado

Richard Daniel Herdi Pangkey³

E-mail: richardpangkey@unima.ac.id

Universitas Negeri Manado

Abstract

This study aims to describe tolerance and politeness attitude as well as the inhibiting and supporting factors for tolerance and politeness attitude in social interactions of third grade students of Public Elementary School 2 Tabilaa. This research uses a qualitative approach with descriptive methods. This research was conducted at Public Elementary School 2 Tabilaa. The data sources in the study consisted of the school principal, teachers and students. The data collection techniques using observation, interviews and documentation. The data analysis techniques are data collection, data reduction, data presentation and concluding. Testing the validity of data by means of data triangulation. The results showed that tolerance and politeness attitude in the social interaction of students has appeared or students have been able to apply it through their actions and speech in social interactions. This can be applied by students because of the support of the school principal and the strategy of the teacher in applying tolerance and politeness attitude to students. Teachers and the school principals act as examples or role models for students so as to create convenience for students in applying tolerance and politeness attitude in social interactions.

Keywords: *Attitude, Tolerance, Politeness*

INTRODUCTION

Developing the potential of students is an effort to create quality human resources which is one of the capitals to advance a country (Lasut et al., 2022). Quality human resources not only refer to students who have smarter abilities but also accompanied by good attitudes such as tolerance and politeness. Education in schools has a very important role in providing efforts to develop and instill tolerance in diversity, because education is able to provide or build awareness in a structured attitude of the importance of tolerance attitude in the differences that exist in Indonesia. This is as written by Mokorowu et al. (2023), where character education is a demand that continues to be voiced in the world of education today, because it not only has an impact on individuals in developing potential but also has an impact on institutions and even society in general. In this case, skills and character are needed to implement positive changes in the education system both in schools. (Supit et al., 2023). With an attitude of tolerance, it is hoped that Indonesian society can coexist among the differences that exist (Devi, 2020). Schools are educational institutions that accept students with different religious, ethnicity, culture and linguistic backgrounds. Students are taught how to appreciate differences by instilling an attitude of tolerance (Djollong & Akbar, 2019). The concept of tolerance leads to an open attitude and willingness to recognize the existence of various kinds of differences (Mukzizatin, 2019). Building togetherness and realizing differences is one of the attitudes of tolerance that must be done early on (Kaaffah et al., 2022).

Tolerance attitude is very important to be instilled in students because diversity is not only found in community life but can be found in the school environment (Hutagalung& Ramadan, 2022).

Tolerance attitude is closely related to politeness. It is said so, because politeness education cannot stand alone and is interrelated. It is likely that the relationship with politeness in the family will affect behavior in society, and education in society will be related to education in schools (Saputro et al., 2020). The development of politeness is very important in the world of education. By instilling politeness attitude, it can be a form or strategy for efforts to improve the character of students, especially in schools. To realize the development of politeness attitude, teachers have a fundamental role in character cultivation, teachers are the perpetrators of change. Teachers should try to consistently pay attention to what should be said and done, so that teachers can make efforts to develop politeness to students properly (Erwis et al., 2022).

Tolerance and politeness are attitudes that must be developed in school culture. According to Muchlas Samani (2012), a habit is not inherited, but something that is built continuously day by day through thoughts and actions, thought by thought, action by action. Building a habit is influenced by many things, one of which is the environment (Hardiansyah et al., 2021). Good social interaction is a form of good social development. In the school environment, the teacher plays an important role as a guide or directing students in interacting. If the social interaction of students is well established, the atmosphere of the school environment will be comfortable and safe (Sholichah, 2021). Students are expected to be able to understand and apply tolerance and politeness attitude in interacting with the people around them, especially in the learning process in class or while at school. However, according to the results of observations made by researchers in third grade of Public Elementary School 2 Tabilaa, it is known that the level of tolerance and politeness attitude of students is still lacking or does not understand the attitude of tolerance and politeness that must be carried out. So that there are still many students who do not respect each other between friends both in terms of opinions, ethnicity, culture and religion, there are still students who ostracize and mock one of their friends who are considered less intelligent because these students are not fluent in reading, counting and writing. Seeing the lack of tolerance and politeness of students in interacting with fellow friends and teachers, it is necessary to make various efforts to improve these attitudes. One of the efforts is to provide students with an understanding of tolerance and politeness attitude between friends and teachers (Wachidah, 2020). Therefore, researchers feel interested in conducting research with the aim of describing tolerance and politeness attitudes, what factors hinder tolerance and politeness attitudes, and what factors support tolerance and politeness attitudes in the social interactions of students in the third grade of Public Elementary School 2 Tabilaa. This research is important to carry out in order to form quality human resources, can appreciate differences and have politeness in social interactions. This research is useful for uniting existing differences and increasing peace and increasing a sense of brotherhood.

In this study, the researcher discusses "Tolerance and Politeness Attitude in Students Social Interactions", in contrast to previous research by Azzis (2019) discussing "Community Efforts in Building Jami'yah Tolerance and Its Relevance to Adolescent Character Education". The difference between this research and previous research is in the research subject, where the research subject for previous research is the community while in this study research the subject is students.

METHOD

This study research uses a qualitative approach with descriptive methods. Creswell defines a qualitative approach as a process of research and understanding based on methodologies that investigate social phenomena and human problems (Murdiyanto, 2020). Qualitative data is data that is collected in the form

of words or images rather than numbers. The data includes interview transcripts, field notes, photography, videotapes, personal documents, memos, and other official recordings (Afnan & Fathurrohman, 2020). The data sources in this study research are the school principal, teachers and students. The data collection techniques used in this study research are observation, interviews, and documentation which can be in the form of books, documents, archives, photos, and soon (Arum & Irhandayaningsih, 2019). In testing the validity of the data, this study research uses data triangulation. The data validity test in this study research is by means of data triangulation. Triangulation in this credibility test is defined as checking data from various sources in various ways, and various times (Rositawati, 2022). Data analysis in qualitative research describes the process of systematically tracking and organizing interview transcripts, field notes and other materials so that researchers can present their findings. The steps of data analysis can be carried out using the Miles & Huberman model which goes through 4 (four) stages, namely data collection, data reduction, data presentation, and conclusion drawing (Sutiyoso, 2022).

RESULT AND DISCUSSION

Tolerance attitude has a very good impact on building personality in interacting at school even in classroom learning, by appreciating differences in the atmosphere in the classroom becomes conducive and students feel more valued. Tolerance attitude needs to be well understood by students and also for teachers and principals to maintain harmony in the school environment. Based on the interviews that have been carried out, it explains that in addition to understanding the attitude of tolerance, it is also necessary to have full support from the principal to the teachers, and vice versa between the teachers and the school principal, as well as the strategy of the class teacher to instill understanding to students about tolerance attitude. Likewise, this politeness attitude can be instilled well to students when there is togetherness between the school principal and teachers. So that this politeness attitude can be implemented by students after an in-depth explanation, being an example, and strategies carried out by homeroom teachers have an impact on the behavior of students in the classroom and the school principal also agrees that this politeness attitude also has an influence on the school environment and has a very important role for students in interacting with others.

In the application of tolerance and politeness attitude, there are obstacles. Factors that inhibit tolerance and politeness attitude are the lack of awareness of students of the differences they have and lack of cooperation. Internal factors and external factors both mutually influence tolerance and politeness attitude of students during the learning process. The inhibiting factor that comes from within students (internal) is the most important or most dominant factor that affects the lack of tolerance and politeness attitude of students is the level of ability, emotional maturity of students who are not the same. Factors that come from outside (external) are the influence of parenting as the closest figure to students at home, parents who usually spoil their children with all the conveniences. These habits tend to create students who lack tolerance and politeness attitude in everyday life, especially during the learning process in class. Parents who do not teach their children about mutual respect and respect make their children less tolerant and polite. Poor parenting also affects the learning process. So that bad habits can later affect the lives of students both in the school environment, family or society. In addition to parental parenting, external factors that influence tolerance attitudes are peers. Students who are less focused when following the learning process are because they get a bad influence from fellow students such as being invited to chat, joke and play alone which has nothing to do at all and only brings bad influence during the learning process. It also makes students not appreciate and respect the teacher who is explaining or explaining and not respect their friends who are focused on listening and paying attention to the teacher.

The factors that support tolerance and politeness attitude of students are that as an educator (teacher) also always provides guidance and direction to students who make mistakes or do things that are not in accordance with the rules made by the school. Teachers also always give lessons to respect each other's elders, speak with polite language, respect all differences (opinion, physical, ability, religion, etc.) and teach students to always apologize when they make mistakes to others. Teachers are the best example for students when they are at school or during the learning process in class. Therefore, teachers must be able to reflect tolerance and politeness through words and actions as an effort to apply these attitudes to students. In addition, another supporting factor is the school principal and other teachers. The school principal who is the highest leader in the school who directs teachers in applying tolerance and politeness attitude to students so that teachers are enthusiastic and more motivated in guiding students in applying tolerance and politeness attitude. The school principal and teachers must have appropriate strategies in supporting the application of tolerance and politeness attitude to students. The school principal also actively carry out control to classes to check the development of students and discussions with class teachers to share opinions.

CONCLUSION

Tolerance attitude is well understood by students as well as for teachers and principals. Based on the interviews that have been carried out, it explains that in addition to understanding the tolerance attitude, it is also necessary to have full support from the school principal to the teachers, and vice versa between the teachers and the school principal, as well as the strategy of the class teacher to instill understanding to students about tolerance attitude, this politeness attitude can be instilled well to students when there is togetherness between the school principal and teachers. So that this politeness attitude can be implemented by students after an in-depth explanation, being an example, and strategies carried out by form teachers. In its application, there are factors that inhibit tolerance and politeness attitude, namely the lack of awareness of students of the differences they have and lack of cooperation. The most important or most dominant factor affecting the lack of tolerance and politeness attitude of students, namely the level of ability, emotional maturity of students who are not the same. The influence of parenting as the closest figure to students at home, parents who usually spoil their children with all the conveniences. In addition, there are also factors that support tolerance and politeness attitude of students, namely as an educator (teacher) also always provides guidance and direction to students who make mistakes or do things that are not in accordance with the rules made by the school. Teachers also always give lessons to respect each other's elders, speak with polite language, respect all differences (opinion, physical, ability, religion, etc.) and teach students to always apologize when they make mistakes to others, there is support, strategy and control from the principal and other teachers.

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