

# Content Analysis of Social Values of Tolerance in Theme 1 "Indahnya Kebersamaan" In the Fourth-Grade Elementary School Student Book

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**Abstract:** *This study aims to analysis the content of social values of tolerance in theme 1 "Indahnya Kebersamaan" in the fourth-grade elementary school student's book the 2013 curriculum. The methodology used is qualitative research with a content analysis approach. Data collection was carried out using the documentation and interview methods with the object of research being the revised 2017 elementary school grade IV student book. The data analysis technique used in this study is the data analysis technique of Miles and Huberman with the stages of data reduction, data presentation, and making conclusions. The results of the load tolerance value are 37 values, wherein the aspect of respecting differences and individuals there are 19, the peace aspect is 13, and the awareness aspect is 5 tolerance values.*

**Keyword:** *social values of tolerance, student's book, curriculum*

## Introduction

Current education is still faced with problems related to moral degradation. Based on data by KPAI, in a period of 9 years, from 2011 to 2019, there were 37,381 complaints of violence against children. For bullying in both education and social media, the number reached 2,473 reports and these complaints continue to increase. Such bullying includes insulting friends, making fun of parents' names, interrupting when friends give opinions, and so on. Most of the research results found problems related to violence or bullying of students that occurred in schools either physically or verbally (Mufrihah, 2016: 135-138). Based on the results of interviews with fourth-grade teachers at SDN Kepatihan 06 on March 8, 2021, in the implementation of learning, several problems are often found related to the value of tolerance, one of which is bullying. This problem is due to the decline in the quality of character in students. The cultivation of tolerance character education can be realized through textbooks that can encourage students to understand and be able to apply the value of tolerance in everyday life. The importance of student books as a guide and mandatory for students to use, of course, must be presented properly and correctly, the material in textbooks is adjusted to the vision of the 2013 curriculum and national education.

Tolerance needs to be emphasized in learning considering the very important attitude of tolerance to overcome problems that often occur in students such as fighting with friends, acts of physical and verbal violence, bullying which is one result of the lack of embedded tolerance character values. According to Supriyanto and Wahyudi (2017:61), the scale of tolerance character is through 3 aspects, namely the aspect of peace, the aspect of respecting differences and individuals, and the aspect of awareness. Considering the importance of student books being a guide and mandatory for students to use, student books must be presented as well and correctly as possible. Some notes are still found in the student book, so it needs improvement or development. Some of the material provided does not focus on the content of character education, especially the value of tolerance. Of course, this is an urgent analysis for this research to provide information about the advantages and disadvantages of elementary school student books containing character education, especially tolerance and conformity in the 2013 curriculum.

Based on previous studies by Ruminiati and Andajani (2017), Ridwan and Mudiono (2017), and Supriyanto and Wahyudi (2017), character values emphasize religious values, social values, and responsibility in general, so the differences in this study are: examines the character of tolerance, namely social values that have been classified in the category of tolerance contained in words and sentences in theme 1 "Indahnya Kebersamaan" in the fourth-grade elementary school student book and focuses on the content of the social value of tolerance. Other differences are also found in conformity with the 2013 curriculum, which previously had no conformity with the 2013 curriculum.

Based on the existing background, the formulation of the problem in this study is what are the contents of social values of tolerance in theme 1 "Indahnya Kebersamaan" in the fourth-grade elementary school student book.

The research technique used is content analysis research. The study consisted of four steps, namely: (1) Data Collection; (2) Data Presentation; (3) Data Reduction; and (4) Conclusion. The aims of this study include: (1) To describe the content of social values of tolerance in theme 1 "Indahnya Kebersamaan" in the fourth-grade elementary school student's book.

## Methodology

### A. Research Design and Type

The research design used in this study is qualitative research with a content analysis approach. The content analysis research technique is one of the techniques carried out by identifying certain characteristics systematically and objectively to conclude according to Ibrahim in Umami (2018: 18). This type of research is descriptive research, this study discusses the social values of tolerance contained in theme 1 "Indahnya Kebersamaan" in the fourth-grade elementary school student book and describes how the conformity of the social values of tolerance with the 2013 Curriculum.

### B. Operational Definition

The social value of tolerance is acceptance of diversity (plurality) respecting aspects of peace, respect for differences and individuals, and awareness to form an open society and be able to contribute to diversity.

### C. Data and Data Sources

The data used are in the form of words and sentences contained in theme 1 "Indahnya Kebersamaan" which shows the existence of social values of tolerance. The source of the data in the research is in the form of reading texts in theme 1 with 3 sub-themes, namely sub-themes 1. Cultural Diversity of My Nation 2. Togetherness in Diversity 3. Gratitude for Diversity.

The data source for this research is a student book based on the 2013 curriculum with the theme "Indahnya Kebersamaan" revised in 2018 for grade IV SD/MI. This study focuses on words/sentences/paragraphs which have social values of tolerance according to the curriculum in the student book.

### D. Method of Collecting Data

Documentation and interview methods are techniques used in collecting data in this study. Data collection techniques using the documentation method are used to obtain data that will be the object of research, the object in this study is the elementary school grade IV student book 2017 (revised 2017). The interview method was also used to determine whether the tolerance values were following the 2013 curriculum. Interviews were conducted with elementary school teachers, namely fourth-grade teachers. Meanwhile, interviews were conducted to validate the conformity of social values of tolerance with learning materials. Then the data has been collected followed by reducing the data. The implementation of data reduction is carried out to classify the data needed with data that is not needed. To make it easier for researchers to classify, code is used.

Table 1 Tolerance Values Code

No.		Code
1	Peace aspect	AK
	Care	AKP
	Fearlessness	AKT
	Love	AKC
2.	Respect differences and individuals	MP
	Respect each other	MPS
	Respect other people's differences	MPO
	Self-respect	MPD

No.		Code
3	Aspect of consciousness	KS
	Appreciate the kindness of others	KSB
	Overt	KST
	Receptive	KSR
	Comfort in life	KSN
	Comfort with other	KSNO

Table 2 Analysis Character Education Content

No.	Title	Reading Material	Identified Words/Sentences	Nilai Carácter			Interpreters
				AK	MP	KS	

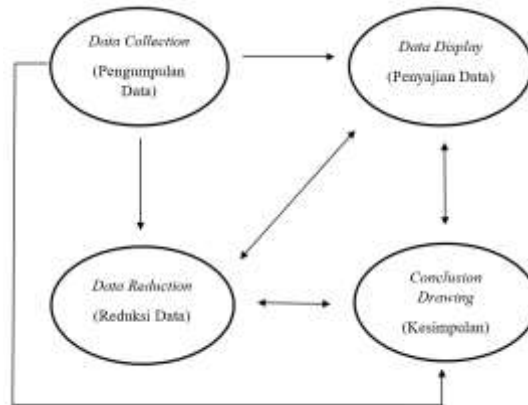
Description

- AK : Peace Aspect
- MP : Respecting Opinions and Individuals
- KS : Consciousness

Data classification is done by grouping the data according to the pre-determined categories. Followed by a description of the data, the description of this data is based on categories. Then the next step is the conclusion.

**E. Data Analysis Technique**

The data analysis technique used in this study is the analysis technique of Miles and Huberman (Sugiyono, 2015: 248), namely qualitative data analysis with the stages of data reduction, data presentation, and making conclusions. The opinion of Miles and Huberman is in line with the opinion of Moloeong (2010: 247) which states that the data analysis process consists of 4 stages, namely data reduction, coding, describing, and interpreting or interpreting.



Picture 1 Data Analysis Technique Chart

**E1. Data Reduction Stage**

After the data is collected, then the data selection is carried out. Researchers select the data needed from the data obtained. Data selection is carried out by underlining or marking words and sentences that are considered important and needed in the study, then the researcher interprets what is informed in the data and gives a code name.

**E2. Coding Stage**

The coding stage is carried out in order to classify the data according to predetermined categories. First, the data are classified based on the title of the reading, then also classified based on the social values of tolerance for peace (AK), respect for individual differences (MP), and awareness (KS).

### E3. Description Stage

This description stage is carried out on data that has been classified according to the content of character education. The formula used to calculate the percentage occurrence of the variable is as follows:

$$\text{percentage} = \frac{\sum \text{the appearance of the analyzed aspect}}{\sum \text{appearance of all aspects analyzed}} \times 100\%$$

### E4. Interpretation or Interpretation Stage

In the following stage, conclusions are drawn or data verification is carried out by researchers on a document that is used as the object of research.

### F. Research Instruments

The instrument used in this study was the researcher himself as a participant-observer (Masyhud, 2016: 108). Observers in research are fully played by researchers, either observing the object of research in the form of words and sentences in theme 1 "Indahnya Kebersamaan" in the fourth-grade elementary school student book or observing how the content of the material is following the 2013 curriculum. To collect data, supporting tools are needed in the research process, namely pens/pencils, paper, and laptops, while to analyze the data required a column format containing numbers, reading titles, reading material, identified words or sentences, character value codes, and interpretations, which aims to facilitate data analysis.

## Results and Discussion

Student books are presented with a display adapted to elementary school students. The cover is dominated by red and blue colors combined with quite interesting images. The book is equipped with letters/fonts and picture illustrations that attract attention and are fun. This 202-page book consists of three sub-themes. The three sub-themes are as follows: 1. Cultural Diversity of My Nation 2. Togetherness in Diversity 3. Gratitude for Diversity. The three sub-themes contain five subjects including Social Sciences, Civics, Science, Social Sciences, SBdP, and Indonesian. One sub-theme contains 6 lessons covering two to 3 subjects.

In the following, a discussion of the content of social values of tolerance is presented in the fourth-grade student's book theme 1 "Indahnya Kebersamaan" with indicators of analysis of aspects of awareness, aspects of peace, and aspects of respecting individual differences. The content of social values can be known by looking at every word or sentence contained in each sub-theme, then analyzing the data referring to the indicators used.

Table 3 Contents of Tolerance Social Values

No	Quotation	Content Value
1	Nah sekarang tuliskan pada kolom berikut apa yang telah kamu lakukan untuk menghargai perbedaan yang ada. (MP:9)	subtema 1 Keberagaman Budaya Bangsa
2	Diskusikan hal-hal yang berbeda dan yang menarik bagimu. (MP:9)	subtema 1 Keberagaman Budaya Bangsa
3	Sebagai anak Indonesia, aku merasa bangga terhadap keberagaman yang ada. (AKC:9)	subtema 1 Keberagaman Budaya Bangsa
4	Menghargai perbedaan merupakan wujud dari semangat persatuan dan kesatuan. (MP:16)	subtema 1 Keberagaman Budaya Bangsa

5	Meskipun mereka dari suku yang berbeda-beda, mereka hidup berdampingan dengan baik. (MPO, KSNO:29)	subtema 1 Keberagaman Budaya Bangsa
6	Warga desa Kampung Babakan berdiskusi untuk melakukan kerja bakti. (AKC:29)	subtema 1 Keberagaman Budaya Bangsa
7	Setelah acara kerja bakti selesai, warga berkumpul untuk menikmati teh hangat dan pisang goreng. (KSNO:29)	subtema 1 Keberagaman Budaya Bangsa
8	Kita semua harus menghargai keberagaman yang ada. Keberagaman tersebut akan memperkaya kita. (MPS:33)	subtema 1 Keberagaman Budaya Bangsa
9	Banyaknya jenis permainan tradisional ini menunjukkan keberagaman budaya yang harus kita jaga. (AKC:36)	subtema 1 Keberagaman Budaya Bangsa
10	Persatuan tidak mementingkan kepentingan diri sendiri atau kelompok, tetapi lebih mengutamakan kepentingan umum. (AKP:56)	subtema 1 Keberagaman Budaya Bangsa
11	Warga yang baik adalah warga yang mampu memahami dan menghargai keragaman serta perbedaan. (MPS:58)	subtema 1 Keberagaman Budaya Bangsa
12	Kita harus menjaga persatuan dan kesatuan dalam perbedaan dan keberagaman. (AKP:72)	subtema 1 Keberagaman Budaya Bangsa
13	Meskipun Edo beragama Katolik, ia tidak keberatan rumahnya dipakai untuk shalat. (MPS:76)	Subtema 2 Kebersamaan dalam Keberagaman
14	Beni yang beragama Kristen, Dayu yang beragama Hindu, dan Lani yang beragama Buddha menunggu dengan sabar temannya yang beribadah. (MPO:76)	Subtema 2 Kebersamaan dalam Keberagaman
15	Mereka hidup rukun, saling membantu meskipun berbeda agama. (AKP:76)	Subtema 2 Kebersamaan dalam Keberagaman
16	Perbedaan yang ada membutuhkan toleransi di antara pemeluknya. (MPS:83)	Subtema 2 Kebersamaan dalam Keberagaman
17	Saling menghargai perbedaan dalam bekerja sama akan membantu tim mencapai tujuan. (MPS:102)	Subtema 2 Kebersamaan dalam Keberagaman
18	Udin dan teman-teman memahami bahwa hari Minggu pagi merupakan waktu ibadah bagi Edo dan Martha yang beragama Katolik. Perbedaan waktu	Subtema 2 Kebersamaan

	dan cara beribadah tidak menghalangi niat kerja sama mereka. (MPS:110)	dalam Keberagaman
19	Walaupun berbeda-beda, bekerja sama selalu menyenangkan. Perbedaan tidak menjadi penghalang untuk bekerja sama. (AKT:111)	Subtema 2 Kebersamaan dalam Keberagaman
20	Edo dan Martha sudah meminta izin pada teman-temannya untuk hadir terlambat. Mereka harus pergi ke Sekolah Minggu di gereja untuk melakukan ibadah pagi. (MPD:111)	Subtema 2 Kebersamaan dalam Keberagaman
21	Udin dan teman-teman lainnya tidak keberatan. (MPS:111)	Subtema 2 Kebersamaan dalam Keberagaman
22	Salah satu cara menghargai keberagaman budaya adalah dengan mempelajari dan melestarikannya. (MPS:117)	Subtema 2 Kebersamaan dalam Keberagaman
23	Perbedaan itu indah, perbedaan itu anugerah. Kita harus mensyukurinya dengan menunjukkan sikap saling menghargai. (MPS:118)	Subtema 2 Kebersamaan dalam Keberagaman
24	Udin, Edo, dan Beni merupakan sahabat dekat. Mereka berasal dari latar belakang budaya yang berbeda-beda. (AKC:122)	Subtema 2 Kebersamaan dalam Keberagaman
25	Perbedaan budaya dan agama bukanlah merupakan penghalang bagi mereka untuk bekerja sama. (MPS:122)	Subtema 2 Kebersamaan dalam Keberagaman
26	Mereka saling bahu-membahu mengerjakan tugas atau pekerjaan yang harus dikerjakan bersama-sama. (AKP:122)	Subtema 2 Kebersamaan dalam Keberagaman
27	Indonesia memiliki keberagaman adat istiadat, makanan, permainan tradisional, lagu, tarian, serta lainnya. Kita perlu mensyukurinya karena dapat menikmatinya. (AKC:129)	Subtema 3 Bersyukur atas Keberagaman
28	Indonesia memiliki rumah Adat yang beragam. Kita harus mensyukurinya. (AKC:139)	Subtema 3 Bersyukur atas Keberagaman
29	Kerja sama dalam perbedaan itu akan semakin memperkaya kita. (AKP:144)	Subtema 3 Bersyukur atas Keberagaman
30	Sebagai anak Indonesia, kita harus bersyukur dengan kekayaan ini. (MPD:151)	Subtema 3 Bersyukur atas Keberagaman

31	Siti dan teman-temannya mengajarkan kita untuk tetap bekerja sama dalam keberagaman. (KSNO:154)	Subtema 3 Bersyukur atas Keberagaman
32	Meskipun Siti dan teman-temannya berasal dari daerah yang berbeda, mereka tetap bekerja sama membantu sesama. (KSNO:154)	Subtema 3 Bersyukur atas Keberagaman
33	Siti pun menemui teman-temannya dan mengajak mereka berdiskusi untuk membantu memecahkan masalah Bu Mimin. (KST:154)	Subtema 3 Bersyukur atas Keberagaman
34	Mereka memutuskan akan bekerja sama membantu Bu Mimin dengan menjaga kantin sekolah pada jam itu. (AKP:154)	Subtema 3 Bersyukur atas Keberagaman
35	Dayu dan adik-adik senang sekali melihat pertunjukan musik Gendang Beleg. (MPS:181)	Subtema 3 Bersyukur atas Keberagaman
36	Edo memang sengaja mengundang teman-teman dekatnya itu. Ia ingin memperkenalkan aneka masakan khas Maluku, daerah asalnya keluarganya. (MPO:183)	Subtema 3 Bersyukur atas Keberagaman

### C. Tolerance Value Analysis

The social value of tolerance is acceptance of diversity (plurality) respecting aspects of peace, respect for differences and individuals, and awareness to form an open society and be able to contribute to diversity. The social value of tolerance found is following the 2013 Curriculum.

Table 4 Results of Content Analysis of Social Values of Tolerance "Indahnya Kebersamaan" Theme in each sub-theme

No	Tolerance Value	Theme "Indahnya Kebersamaan"			Qty
		Sub Theme 1	Sub Theme 2	Sub Theme 3	
1	Peace Aspect	5	4	4	13
2	Respecting Opinions and Individuals	6	10	3	19
3	Consciousness Aspect	2	0	3	5
<b>Total</b>		<b>13</b>	<b>14</b>	<b>10</b>	<b>37</b>

Based on these data, it can be seen that the social value of tolerance in the aspect of respecting differences and individuals often appears with as many as 19 tolerance values. In the second position, the intensity of the appearance of the tolerance value is occupied by the peace aspect as many as 13 tolerance values while the awareness aspect appears as much as 5 tolerance values.

## Discussion

Based on the results of the analysis above, the suitability of the content of social values of tolerance in the theme 1 "Indahnya Kebersamaan" in the fourth-grade elementary school student book, it can be said that the content of social values in the student books already includes the demands of the 2013 curriculum. The content of social values in the student books is still not balanced, but it is appropriate with the 2013 curriculum.

Table 5 Percentage of Results of Analysis of Tolerance Social Values on Theme 1 "Indahnya Kebersamaan"

No	Tolerance Value	Theme "Indahnya Kebersamaan"			Qty	Percentage (%)
		Sub Theme1	Sub Theme2	Sub Theme3		
1	Peace Aspect	5	4	4	13	35,13
2	Respecting Opinions and Individuals Aspect	6	10	3	19	51,35
3	Consciousness Aspect	2	0	3	5	13,51
<b>Total</b>		<b>13</b>	<b>14</b>	<b>10</b>	<b>37</b>	<b>100</b>

The social value of tolerance in each theme has emerged but has not been spread evenly. The content of the social value of tolerance, namely the aspect of respecting differences and individuals has the highest distribution, which is 51.35%. The peace aspect appears with a percentage of 35.13%. The lowest percentage is occupied by the tolerance value of the awareness aspect, which is with the number of occurrences of 10 and the percentage of 13.51%. Thus, it is necessary to balance the spread of social values of tolerance in theme 1 "Indahnya Kebersamaan" in the fourth-grade elementary school student book with the vision of the 2013 curriculum, which is to develop the character of students.

## Conclusion

Based on the results of the analysis and discussion that have been described, it can be concluded that the content of social values of tolerance contained in theme 1 "Indahnya Kebersamaan" in the fourth-grade elementary school student book is 37 social values of tolerance. The social value of tolerance in the aspect of respecting differences and individuals often appears with as many as 19 tolerance values (51.35%). In the second position, the intensity of the emergence of the tolerance value is occupied by the peace aspect as many as 13 tolerance values (35.13%), while the awareness aspect appears as much as 5 tolerance values (13.51%). The social value of tolerance contained is following the demands of the curriculum but has not been spread evenly.

From the discussion and conclusions obtained, the authors provide the following suggestions: (1) for teachers, teachers should study carefully the student books that will be used so that the learning given to students really develops character values according to the character focus to be developed; (2) for book writers, it is expected that the author pays attention to/reviews the character values that will be developed in the book so that the character values can be comprehensively, evenly and balanced; (3) for further researchers, this research can be used as a reference to analyze other themes so that the character values to be developed can be clearly identified.

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