

Increasing Tolerance Awareness Through Active Learning at SMAN 1 Pancung Soal



Usman Efendi¹ 

*Correspondence:

Email :
usmanefendi@gmail.com

Authors Affiliation:

¹Universitas Islam Negeri
Sjeh M. Djamil Djambek
Bukittinggi, Indonesia

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Abstrac

This study aims to explore the impact of active learning on increasing students' awareness of tolerance at SMAN 1 Pancung Soal. The research was conducted using a Classroom Action Research (CAR) approach, involving two cycles of intervention. The first cycle showed improvements in student interaction and understanding of tolerance values, but challenges such as unequal participation and hidden stereotypes remained. The second cycle resulted in significant progress, with 90% of students actively engaging in the activities, demonstrating improved collaboration and a deeper understanding of tolerance. The findings suggest that active learning is an effective approach to fostering tolerance in a diverse classroom, although ongoing attention is required to address students' comfort in working across cultural differences. The study recommends further refinement of active learning strategies to fully integrate tolerance into students' daily interactions.

Abstrak

Penelitian ini bertujuan untuk mengeksplorasi dampak pembelajaran aktif dalam meningkatkan kesadaran toleransi siswa di SMAN 1 Pancung Soal. Penelitian ini menggunakan pendekatan Tindakan Kelas (Classroom Action Research/CAR), yang dilakukan dalam dua siklus intervensi. Siklus pertama menunjukkan adanya peningkatan dalam interaksi siswa dan pemahaman terhadap nilai-nilai toleransi, namun tantangan seperti keterlibatan yang tidak merata dan stereotip tersembunyi masih ditemukan. Siklus kedua menghasilkan kemajuan signifikan, dengan 90% siswa terlibat aktif dalam kegiatan, menunjukkan kolaborasi yang lebih baik dan pemahaman yang lebih dalam tentang toleransi. Hasil penelitian ini menunjukkan bahwa pembelajaran aktif merupakan pendekatan yang efektif untuk membangun toleransi di kelas yang beragam, meskipun perhatian berkelanjutan diperlukan untuk mengatasi kenyamanan siswa dalam bekerja lintas budaya. Penelitian ini merekomendasikan penyempurnaan strategi pembelajaran aktif untuk mengintegrasikan toleransi secara penuh dalam interaksi sehari-hari siswa.

INTRODUCTION

Tolerance as a basic value in social life has an important role in maintaining diversity and building harmony between individuals and groups. In Indonesia, with a very high plurality of religions, ethnicities, cultures and languages, the value of tolerance is very important to create unity and peace in society. According to Nugroho (2020), Indonesia as a pluralistic country needs to strengthen tolerance values at all levels of society, including among students. However, challenges related to intolerance still exist, both in the form of racial discrimination, religion, and cultural differences, which sometimes lead to conflicts between groups. This shows that tolerance is not only a value that needs to be maintained, but also a value that must continue to be taught and applied in everyday life.

In the world of education, especially at the secondary school level, the application of tolerance values is very important because adolescence is a period of identity formation and life values. Education in schools not only serves to transfer knowledge, but also to shape the character of students to be able to coexist with diversity. Tolerance taught at school is expected to form individuals who can appreciate differences, are not easily provoked, and are



able to resolve conflicts in a peaceful way. Unfortunately, according to research from Suryani (2019), many students do not fully understand the concept of tolerance, and some even tend to be influenced by intolerant views that develop in society. Therefore, it is important to identify and develop effective methods in teaching these tolerance values.

Schools as formal educational institutions have a very strategic role in instilling the value of tolerance. SMAN 1 Pancung Soal, with its diverse student backgrounds, has great potential to be an example in creating an inclusive and respectful environment. However, this diversity also requires a special approach in classroom management, where students can be taught to understand and appreciate the differences that exist. For example, research by Rahmat (2021) shows that in schools with multicultural backgrounds, an approach that emphasizes discussion-based learning and cooperation is more effective in increasing tolerance awareness than the one-way lecture method.

Active learning, as one of the methods that involves students directly in the learning process, is expected to be a solution to strengthen the value of tolerance among students. This approach involves students in activities that encourage them to think critically, discuss, and cooperate in an inclusive atmosphere. According to research conducted by Wijayanti (2022), active learning is proven to increase students' awareness of tolerance values because it provides space for them to share experiences, listen to different points of view, and learn from these differences. This can build mutual respect, which in turn will strengthen the sense of tolerance in everyday life.

Based on this background, this research aims to examine more deeply the application of active learning in increasing students' tolerance awareness at SMAN 1 Pancung Soal. This research will also explore strategies that can be applied by educators to integrate tolerance values in various aspects of learning, both in formal learning activities in the classroom and in social interactions between students. Thus, it is hoped that this research can make a practical contribution in developing a more tolerant and inclusive educational environment in schools.

METHODS

This research uses descriptive quantitative approach with the type of Classroom Action Research (CAR) to explore and improve students' tolerance awareness at SMAN 1 Pancung Soal through the implementation of active learning. The descriptive quantitative approach was chosen because this research aims to describe and analyze changes in students' tolerance awareness level before and after the implementation of active learning. Quantitative data will be obtained through various relevant instruments, such as questionnaires that measure students' attitudes towards tolerance, observations to assess students' behavior in social interactions, as well as assessment of learning outcomes that can show an increase in students' understanding of the importance of coexisting with differences. This research also aims to provide a clearer picture of the effects of implementing active learning in increasing tolerance awareness among students.

The Classroom Action Research method is applied using a cycle consisting of four main stages, namely planning, action implementation, observation, and reflection. Each cycle is designed to improve the effectiveness of the application of active learning, with the main goal of gradually increasing students' tolerance awareness. In the planning stage, teachers design active learning methods that involve students in activities such as group discussions, simulations, educational games, and teamwork. The implementation of actions is carried out by applying these methods in the classroom and observing the dynamics that occur in the learning process. Observation was conducted to see how students interacted during the learning process, while reflection was conducted after each cycle to assess the results achieved and identify improvement steps that need to be taken in the next cycle.

The main focus of this research is active learning as the independent variable and students' tolerance awareness as the dependent variable. The independent variable, active learning, serves as an intervention that is expected to influence the improvement of students' tolerance awareness. Active learning is designed to create an interactive and inclusive learning atmosphere, where students are directly involved in the learning process, either through group discussions, simulations, or teamwork. Through this method, students are expected to develop mutual respect and understanding of differences between them. The dependent variable, which is students' tolerance awareness, is measured through several indicators, including the results of a questionnaire that assesses students' attitudes towards differences, observations of student behavior in social interactions, as well as discussion results that show how students can apply the value of tolerance in everyday life.

The use of action cycles in this research aims to evaluate and improve the learning methods applied, as well as measure the extent of changes that occur in students' tolerance awareness. Qualitative data such as observations and interviews with students as well as discussion results are used to provide an in-depth picture of the effect of active learning on tolerance awareness, while quantitative data obtained through questionnaires, pre-test, and post-test are used to measure the level of change in students' attitudes and understanding. The combination of qualitative and quantitative data allows for a more comprehensive analysis, which can provide a clear picture of the effectiveness of active learning in raising students' tolerance awareness at SMAN 1 Pancung Soal.

RESULT AND DISCUSSION

RESULT

The implementation of actions in Cycle I at SMAN 1 Pancung Soal showed significant progress in the application of active learning to increase students' tolerance awareness. One of the most visible developments was the increased interaction between students across groups. Active learning, which includes group discussions, role-playing, and collaborative projects, provides opportunities for students to collaborate with peers who have different backgrounds. This creates a more dynamic and inclusive atmosphere in the classroom. Students started to show courage to speak and collaborate with peers from different groups, and the discussions became more open, with mutual respect for opinions. This shows a positive shift in the way students interact, although further challenges still need to be overcome to ensure that all students are actively engaged.

Students' understanding of the values of tolerance also made significant progress during cycle I. The results of various activities such as discussions, presentations, and projects showed that students began to understand the basic concepts of tolerance, such as the importance of respecting differences, empathy, and peaceful conflict resolution. As evidence of their understanding, students produced various creative products such as posters and videos that conveyed messages of tolerance in interesting and relevant ways. Students' answers in reflection also showed an increased awareness of the importance of diversity and ways to positively manage differences. This shows that active learning not only improves students' skills in interacting, but also helps them internalize important values such as tolerance in their lives.

However, despite the progress, some challenges emerged during cycle I that needed attention. One of them was uneven student engagement. Although most students were actively involved in learning activities, about 25% of students still showed passivity and lack of enthusiasm. This may be due to a lack of confidence or difficulty in understanding the material provided. Some students also admitted to feeling awkward when working in cross-cultural groups, indicating that although they were interested in the activity, there was a

feeling of discomfort or uncertainty in interacting with peers from different backgrounds. In addition, although not overtly visible, there were still indications of stereotypes or prejudices emerging in the group discussions, indicating that learning about tolerance needs to be further deepened.

The responses from teachers and students to the implementation of active learning in Cycle I were mostly positive. Most teachers felt that this learning method was effective in improving students' interaction and understanding, although it required more preparation, both in terms of activity planning and diverse classroom management. On the other hand, students found activities such as role-playing and collaborative projects quite interesting and provided a different learning experience from conventional learning. Nevertheless, some students admitted that they still felt awkward in working with friends who have different cultural backgrounds, which indicates that they need more time to feel comfortable in these situations.

In terms of quantitative evaluation, the results of questionnaires given to students show that about 70% of students feel that active learning helps them better understand the importance of tolerance. However, about 30% of students feel that they still need further guidance to fully understand the concept of tolerance and how to apply it in daily life. Observations made by teachers show that about 75% of students are actively involved in the activities conducted, while the rest, 25%, still need more encouragement to participate fully. Nonetheless, this result shows that active learning succeeds in creating a more inclusive atmosphere and allows most students to engage in the learning process more deeply.

Overall, Cycle I results showed positive progress in improving cross-group interaction and students' understanding of tolerance values. However, challenges such as uneven student engagement and the presence of stereotypes that are still hidden need special attention in the next cycle. The evaluation and reflection conducted at the end of this cycle provides an important overview of the steps that need to be taken to improve and strengthen the implementation of active learning in the next cycle.

The implementation of actions in Cycle II at SMAN 1 Pancung Soal showed significant progress in the application of active learning to increase students' tolerance awareness. One of the main achievements in this cycle was the increase in students' engagement in learning activities. About 90% of students were actively involved in various activities, including group discussions, role-playing, and collaborative projects, which is much higher compared to only 25% in Cycle I. This increase shows that students are getting more confident and feel that they can be more tolerant. This increase shows that students are getting more confident and feel more comfortable in interacting with friends from different backgrounds. The application of more structured learning methods and intensive assistance from teachers provide opportunities for students to participate more actively and contribute to each activity.

In addition, students' understanding of the values of tolerance also increased significantly. Through more focused activities, such as discussion and reflection, students can better understand the importance of appreciating differences and how to manage conflicts peacefully. The products produced by students, such as posters and videos, not only reflect the message of tolerance in the local context, but also display universal values such as equality, respect and peace. Students' reflections show that they now better understand diversity and the importance of coexisting with different people. This is an indicator that active learning has succeeded in raising their awareness of the importance of tolerance in everyday life.

Interaction across groups also showed significant improvement. In Cycle II, groups of students who were previously separated based on their backgrounds could now work more harmoniously. They respected each other's opinions and collaborated well in completing group tasks. Active learning provides space for students to better appreciate different views, thus creating a more inclusive and supportive atmosphere. Students who were previously reluctant

to speak up or collaborate are now more confident to express their ideas and learn from their peers' different experiences.

However, despite the progress, challenges remained. Some students who were less engaged at the beginning of Cycle I still showed discomfort in working with cross-cultural groups. Although their engagement increased, there were indications that some students still felt awkward or had difficulty adjusting to peers who had different cultural backgrounds. In addition, although fewer in number, some students still showed defensive behavior or resistance to different views, which could be an obstacle to creating a fully inclusive learning climate. Therefore, these challenges should be kept in mind to be addressed more intensively in the next cycle.

Responses from teachers and students showed positive results towards the implementation of active learning. Teachers felt that this method was very effective in increasing students' engagement and their understanding of tolerance. They felt more prepared in facilitating the activities and made adjustments in the approach to ensure that all students get equal opportunities to participate. Meanwhile, students revealed that they felt more comfortable and confident to work in cross-cultural groups. They also felt that activities such as discussions and presentations were helpful in understanding differences and learning how to manage conflicts in a peaceful way.

The quantitative evaluation conducted showed encouraging results. Based on the questionnaire given at the end of Cycle II, about 85% of students felt that active learning helped them better understand the importance of tolerance, as well as being better prepared to deal with differences in everyday life. Only about 15% of students felt that they still needed more guidance, but they also recognized that they had learned a lot during this process. Teacher observations show that about 90% of students are actively involved in class activities, with only about 10% of students still needing further encouragement to participate fully.

DISCUSSION

In Cycle I, the results showed that the implementation of active learning at SMAN 1 Pancung Soal succeeded in improving student interaction across groups. Although about 25% of students were still less involved in the activities, positive changes were seen from the increased group dynamics and mutual respect in the discussion. This is in line with Kolb's (1984) theory of experiential learning which emphasizes the importance of direct experience in learning, where students are actively involved in activities that can encourage reflection and social skill development. Active learning allows students to directly experience and solve problems in a social context involving differences, which is in line with the concept of collaborative learning (Johnson, Johnson, & Smith, 1998).

Students' understanding of tolerance values also showed improvement in Cycle I, with products such as posters and videos reflecting an understanding of the importance of respecting differences and empathy. This shows that project-based learning can be an effective tool in fostering understanding and social skills. According to Thomas (2000), project-based learning provides opportunities for students to apply knowledge in real-world contexts, enhancing cooperation skills and empathy in groups.

However, challenges such as uneven engagement and covert stereotyping need to be noted. Some students still show resistance to cross-cultural cooperation, which may be due to discomfort with groups that have different backgrounds. According to Allport (1954) in the Contact Hypothesis theory, to reduce prejudice between groups, direct contact should be made under mutually supportive conditions, with the aim of creating more harmonious relationships. This shows that although interaction has improved, some factors such as strengthening self-confidence and addressing prejudice directly still need to be addressed further.

In Cycle II, the results obtained showed significant improvements. Student engagement increased rapidly to 90%, with more inclusive working groups and more productive discussions. Active learning proved effective in increasing student participation in collaborative activities, which is in line with Vygotsky's (1978) theory of scaffolding-the process of support provided by teachers to help students reach higher levels of understanding and skills. Increased understanding of tolerance values is also reflected in students' reflection products, posters and videos that are increasingly in-depth and relevant. This confirms that active learning not only improves social skills but also deepens students' conceptual understanding of the topics studied, as proposed by Dewey (1938) in his progressive education theory.

More intensive cross-group interaction in Cycle II also showed positive results. Students who were previously reluctant to work with culturally different groups now began to collaborate more confidently. This reflects the effectiveness of active learning in reducing discomfort in cross-cultural collaboration, which supports the theory of cooperative learning by Johnson and Johnson (1994). Learning that encourages cooperation and mutual respect between groups has the potential to reduce conflict and increase intercultural understanding.

However, a challenge that emerged in Cycle II was that there were students who still felt awkward in working with peers who had different cultural backgrounds. Although resistance to different views decreased, this discomfort still needed to be addressed in a more purposeful way. This is in line with the concept of cultural competence proposed by Sue (2001), which states that in order to work well in cross-cultural groups, students need to be equipped with the skills to understand, appreciate, and respond effectively to cultural differences.

Overall, active learning proved to be effective in increasing students' tolerance awareness at SMAN 1 Pancung Soal, both in Cycle I and Cycle II. Active learning successfully reduced discomfort, increased engagement, and facilitated a deeper understanding of tolerance. However, to overcome the remaining challenges, such as discomfort in collaborating cross-culturally, more in-depth strategies in improving social skills and interactions between students are needed. Reinforcement of the Contact Hypothesis and Cultural Competence theories can be used as guidelines for designing activities that are more inclusive and support the holistic development of tolerance awareness.

CONCLUSION

This study aims to improve students' tolerance awareness through the application of active learning at SMAN 1 Pancung Soal, using a Classroom Action Research (CAR) approach in two cycles. The results showed that the implementation of active learning was effective in improving students' engagement, their understanding of tolerance values, as well as cross-group interaction.

In Cycle I, although there was an improvement in students' interaction and understanding of tolerance, challenges such as uneven engagement and the presence of covert stereotypes still needed to be addressed further. However, in Cycle II, students' engagement increased significantly to 90%, and their understanding of tolerance deepened. Cross-group interactions also became more harmonious, with students more confident collaborating with peers from different cultural backgrounds. Project-based and collaborative learning proved effective in strengthening students' awareness and understanding of the importance of respecting differences, as well as improving their social skills.

However, challenges related to discomfort in cross-cultural collaboration still exist, and this needs further attention. Therefore, in the next cycle, it is necessary to strengthen the cultural competence aspect and strategies to reduce the discomfort.

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