Developing Social Tolerance through a Multidisciplinary Approach in Elementary School Students: The Importance of Social Tolerance in Elementary Education

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Abstract:

Social tolerance is an important aspect in character education that needs to be instilled early on, especially in the context of a pluralistic Indonesian society. This article aims to examine the urgency of instilling social tolerance values in elementary school students and to explore the effectiveness of a multidisciplinary approach in supporting the development of tolerant attitudes among students. The research method uses a descriptive qualitative approach, which was conducted at SDN Sertajaya 05 Cikarang, Bekasi Regency. This study is based on development research that has been conducted to develop cognitive moral-based learning media to improve social tolerance attitudes in grade V elementary school students. This study shows that a multidisciplinary approach that integrates Civic Education, Indonesian Language, Social Sciences, and Arts and Culture subjects is able to create an inclusive, participatory, and contextual learning environment. The findings show that value-based learning with a cross-disciplinary approach plays a significant role in strengthening students' understanding of diversity and improving social and moral skills. This article recommends the active role of teachers in designing cross-subject learning that instills values of tolerance through collaborative activities, discussions, reflections, and community-based projects.

Keywords: Social tolerance; multidisciplinary approach; basic education; student character.

INTRODUCTION

Indonesia is known as a country with a high level of diversity. This diversity includes ethnicity, religion, race, culture, and language. In the context of a plural society like this, tolerance is a crucial element that must be owned by every individual. Social tolerance, which includes acceptance of differences and the ability to live side by side peacefully and respect each other, is an important foundation for creating cohesion social (Dharma et al., 2018). Primary education has a strategic position in forming students' values and attitudes, especially in instilling the character of tolerance from an early age. Elementary school age children are in a phase of moral and social development that is sensitive to the formation of attitudes and values.

However, the challenge in instilling the value of tolerance is not small. The phenomenon of intolerance that has occurred among students recently shows that education has not been fully successful in building a culture of peace (Atif & Chou, 2018). Therefore, there needs to be innovation in learning strategies that not only teach cognitive aspects, but also develop students' social and emotional skills. One strategy that can be used is a multidisciplinary approach. Social tolerance is an attitude of respecting and accepting differences in social life, whether differences in culture, religion, views, or other social backgrounds. According to Banks and Banks (2010), tolerance is part of global citizenship competency that must be developed through education. Tolerance is not only a passive attitude of acceptance, but also includes active actions to create a just and equal social environment. Lawrence's moral development theory (Mathes, 2021) states that children develop through stages of moral stages from punishment and obedience orientation, to considering social norms, to the post-conventional stage that prioritizes universal principles. Elementary education is a critical phase where children begin to understand social values, make moral judgments, from learning from social interactions Multidisciplinary Approach in Education Multidisciplinary approach in education is a learning method that combines various disciplines to understand a topic thoroughly (Drake & Reid, 2018).

In the context of character learning, this approach provides space for students to see values from various perspectives and practicing tolerance in various contexts. Social tolerance is a fundamental value that must be instilled from an early age, especially in the context of elementary education. This article discusses the importance of developing an attitude of social tolerance in elementary school students through a multidisciplinary approach. By utilizing various disciplines such as character education, psychology create an inclusive learning environment and support positive interactions between students from diverse backgrounds. Research shows that implementing a multidisciplinary approach in teaching the value of tolerance not only improves students' understanding of differences, but also strengthens empathy and teamwork skills. Through learning activities such as group discussions, collaborative art projects, and role-playing, students can experience firsthand the values of tolerance in everyday life. These findings are expected to contribute to the development of a curriculum that is more oriented towards social values in basic

education, in order to form a generation that is able to live side by side harmoniously in a multicultural society.

In the era of globalization and openness of information, children are exposed to various values and information that can shape their attitudes. Unfortunately, this exposure is not always positive, because it can strengthen prejudice, stereotypes, and even intolerant attitudes. Elementary schools as formal educational institutions are at the forefront of directing the formation of these attitudes through learning that touches on moral, social, and emotional aspects. Character education aims to form individuals with integrity, care, and responsibility. Social tolerance is one of the main values in character education. In the Merdeka Curriculum, values such as mutual cooperation, global diversity, and independence are important parts of the Pancasila Student Profile. Therefore, learning strategies that support character education must be designed in a comprehensive and integrated manner.

Integration of social tolerance values can be carried out by combining subjects such as (1) Pancasila Education and Citizenship (PPKn): Discussing the rights and obligations of citizens, democratic values, and the importance of living in harmony with differences. (2) Indonesian: Developing empathetic communication skills through discussion, debate, and writing narratives about experiences of tolerance (3) Social Sciences (IPS): Understanding the structure of society, cultural diversity, and the importance of social solidarity (4) Arts, Culture and Crafts: Expressing values of tolerance through works of art and cultural performances Social pedagogy-based learning models to improve student tolerance in elementary schools (Sutarti & Ramli, 2025), become one of the easy approaches in implementing learning, by implementing active, interesting and enjoyable learning.

Some strategies that support the development of tolerance through a multidisciplinary approach include: Project-Based Learning: Inviting students to work together on projects themed on diversity or local culture, Group discussions and case studies: Analyzing moral dilemmas or social conflicts critically and providing solutions. Personal reflection and journals: Providing space for students to reflect on their social experiences. Simulations and role plays: Practicing empathy by acting out social situations that require an understanding of differences.

Teachers play an important role in designing and implementing a multidisciplinary approach. Teachers are required to be creative, collaborative, and have cross-disciplinary understanding. In addition, teachers must also be role models in being tolerant and inclusive. Several elementary schools in Indonesia have implemented multicultural education programs by integrating cultural activities into learning. For example, through cultural festivals, exchanges of folklore between regions, and visits to places of worship across religions.

METHOD

The research method used is a descriptive qualitative method based on development research for cognitive moral model-based learning media to improve social tolerance attitudes in fifth grade elementary school students. The research was conducted at SD Negeri Sertajaya 05 Cikarang, Bekasi Regency. The research was conducted by conducting observations, structured interviews and taking the results of development research conducted simultaneously. The results were taken from the pre- and post-test assessments conducted on students to measure cognitive abilities, morals and implementation of social tolerance attitudes in fifth grade elementary school students. Assessment by looking at the results of abilities based on students' cognitive levels. It is hoped that the results obtained will not only measure cognitive abilities but students will be able to implement them in the formation of character attitudes, especially in social tolerance attitudes.

DISCUSSION

Advantages of the Multidisciplinary Approach

This approach creates more contextual and meaningful learning for students. They not only understand the concept theoretically, but also see its application in real life. In addition, this approach supports the development of social-emotional competencies that are important in the 21st century. In the current digital era, it has changed life patterns in various aspects of life, which often shift from existing norms of life, especially in instilling behavioral and moral values in community life (Fitriyani et al., n.d.). The results of the study by(La ode Onde et al., 2020) show that the strengthening of character education is carried out in an integrated manner into all subjects presented based on the theme by presenting character values according to the subject matter studied from the initial

activities to the final activities of learning. Meanwhile, a study by(Rizkiyah & Fatonah, 2024) said that the role of learning Pancasila education in instilling religious character education in elementary school students, In the study(Fitriyani et al., 2023), it was stated that learning media can help increase students' creativity and interest, especially in this case in the Pancasila Education subject, because the Pancasila Education subject teaches how to apply and form students' character attitudes.

Implementation Challenges

Some of the challenges in implementing this approach include limited teacher competence in designing cross-disciplinary learning, limited time, and lack of support from the curriculum which is still separate. Various ways to implement this approach in schools are by: Teacher training in developing cross-disciplinary learning, Integration of tolerance values in the national curriculum explicitly, Collaboration between schools, families, and communities in building a culture of tolerance. In compiling this article based on the development research that has been carried out, namely by creating interactive media based on moral cognition to improve social tolerance attitudes in grade V elementary school students. The development carried out is based on the results of teacher and student analysis who expect media that can facilitate the delivery of material and students' understanding of social tolerance attitudes both at home, at school and in the community. From the results of the pretest and posttest conducted to measure the Pancasila education based on moral cognition through multiple choice tests. Multiple choice test is one of the important evaluation methods in learning because it can measure students' in-depth understanding of the material being taught. Multiple-choice tests provide a clear picture of how well the training participants have mastered the learning material of Pancasila Education based on moral cognition. This can help teachers in learning conducting the main field trial to measure the effectiveness of the model on improving students' social tolerance character through pre-test and post-test. This trial was conducted after the model went through the formative evaluation stage and was refined based on the results of the previous revision. The following are the data from the Pre and Post tests conducted in the control class and the experimental class.

Table 1. Pretest and Posttest in the Control Class and Experimental Class

No.	Kelas Eksperimen			No.	Kelas Kontrol		
	Kelompok	pre test	post test		kelompok	pre test	post test
1	1	50	81	1	2	31	70
2	1	44	90	2	2	41	76
3	1	40	86	3	2	41	72
4	1	56	97	4	2	49	76
5	1	54	87	5	2	52	60
6	1	68	84	6	2	35	65
7	1	40	88	7	2	70	76
8	1	56	86	8	2	34	76
9	1	59	86	9	2	49	72
10	1	45	91	10	2	32	76
11	1	63	85	11	2	63	72
12	1	60	80	12	2	66	60
13	1	53	83	13	2	70	70
14	1	58	82	14	2	65	70
15	1	58	86	15	2	73	70
16	1	59	93	16	2	32	69
17	1	68	83	17	2	70	76
18	1	55	81	18	2	38	66
19	1	49	89	19	2	46	77
20	1	75	94	20	2	49	76
21	1	53	96	21	2	43	76
22	1	59	86	22	2	57	70
23	1	57	85	23	2	61	70
24	1	60	80	24	2	53	65
25	1	71	85	25	2	75	75
26	1	63	83	26	2	41	70
27	1	65	90	27	2	55	76
28	1	57	85	28	2	49	70
29	1	75	87	29	2	55	64
30	1	59	89	30	2	57	60
	TOTAL	1729	2598		**TOTAL**	1552	2121

This study aims to analyze the effectiveness of the applied learning methods on improving student learning outcomes. Two groups of students were used in this study, namely the experimental class given special treatment, and the control class using conventional learning methods. Based on the results of the pre-test measurement, the average score of students in the experimental class was 57.6, while in the control class it was 51.7. This shows that before the treatment was given, the initial abilities of the two classes were at a relatively comparable level. After the treatment was given, there was a significant increase in the average score in the experimental class, with an average post-

test reaching 86.6. On the other hand, the control class also experienced a ranking, but not as large as the experimental class, with an average post-test of 69.57.

The average increase in the experimental class was 29 points, while in the control class it was only 17.87 points. These results indicate that the treatment given to the experimental class was more effective in improving student learning outcomes compared to conventional learning methods applied to the control class. Overall, these data support the hypothesis that the application of innovative learning methods or certain interventions can significantly improve student learning achievement.
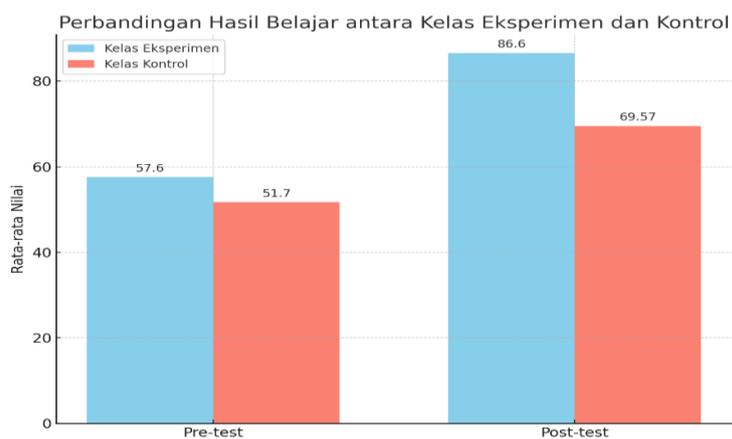
Figure 1: The Graph of Pre and Past Test Results

Based on the results of the analysis of pre-test and post-test scores in both classes, there was a significant difference in improvement between the experimental class and the control class. In the experimental class, the average pre-test score was 57.6 and increased to 86.6 in the post-test, so there was an increase of 29 points. While in the control class, the average pre-test score of 51.7 only increased to 69.57 in the post-test, with an increase of 17.87 points. These data indicate that the application of special methods or treatments in the experimental class is more effective in improving student learning outcomes compared to conventional learning, which is applied in the control class

Based on the research results, it can be concluded that:

1. There was an increase in student learning outcomes in both the experimental and control classes after the learning was carried out.
2. The increase in learning outcomes in the experimental class (29 points) was higher than the increase in the control class (17.87 points)

3. The application of learning methods given in open experimental classes is more effective in improving student learning outcomes compared to conventional methods.

4. Thus, the use of innovative learning methods or those based on special treatment is highly recommended to be implemented in order to improve students' academic achievement. In implementing this field test, a pre-test and post-test design was used to measure changes and improvements in students' social tolerance character before and after the test.

After the implementation of the learning model. The pretest is given before the learning activity begins, aiming to measure the initial level of students' social tolerance character, both from cognitive, affective, and social behavioral aspects. While the post-test is given after the entire learning process is complete, to assess the extent to which the learning model has succeeded in improving students' social tolerance character.

CONCLUSION

Social tolerance is an important value that must be instilled since elementary education. A multidisciplinary approach to learning allows students to understand and practice the values of tolerance in various contexts. Integration of instilling social tolerance attitudes is not only for Pancasila Education subjects but can be applied to other subjects in elementary school, so that the formation of social tolerance attitudes can be applied as early as possible. With the integration of various subjects and active and reflective learning strategies, students can develop attitudes of mutual respect, empathy, and cooperation. Commitment is needed from all elements of education to realize inclusive and value-based learning

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