Planting Tolerance Attitudes of Children in Inclusion PAUD (Study in Anyelir PAUD, Semarang City)

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Abstract

This study aims to describe the planting of tolerance in early childhood in PAUD Anyelir, Tinjomoyo Village, Banyumanik District. The study describes the cultivation of tolerance in early childhood and knows the supporting factors and factors that hinder the cultivation of tolerance in Anyelir PAUD. The method used is a qualitative descriptive research method case study design using data analysis techniques based on the theory of Miles Huberman. In collecting primary data data collection techniques through interviews and observation methods. Interviewing school administrators and PAUD Anyelir teachers. Besides that, it also uses supporting data in the form of references to books, journals and documents as secondary data. Then the researcher used a descriptive analysis method which consisted of three steps: First, data reduction. Second, presentation of data. Third, conclusions. The results of the analysis obtained regarding the cultivation of tolerance attitudes in early childhood in PAUD Anyelir Tinjomoyo Semarang City, were seen from the cultivation of tolerance, organizing, monitoring learning, learning evaluation, and reporting of learning results referring to the standard process, and the standard assessment module that comes from STPPA, content standards, process standards and assessment standards. The cultivation of tolerance in Anyelir PAUD is also influenced by supporting factors in the form of the implementation of learning in the form of existing facilities and infrastructure, namely educational games used as other media, classrooms, inspirational classes and also teacher cooperation in developing learning programs.

Meanwhile, the inhibiting factors are incomplete facilities, and the arrival hours of children who are released, for learning at Anyelir PAUD is in accordance with the applicable standards, namely the national PAUD standard. So that the managers and teachers should complete the facilities and then determine the child's departure time so that it is in accordance with the national PAUD standards so that children's concentration is better in the learning process.

How to cite

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INTRODUCTION

Tolerance is a character that can support the creation of harmony. Tolerance is in the form of respect for differences in ethnicity, religion, race, language, between religious groups, gender, and even different opinions. Early childhood experiences a process of rapid growth and development (Santrock, 2007). Children are in a sensitive phase (golden age), a phase where children are sensitive to various kinds of educational stimuli. "The growth of nerve cells and the development of mental functions that require various stimulations and positive stimuli from the environment (Diana, 2017). In Early Childhood Education (PAUD), the character of tolerance is one of the important characters to instill. The character of tolerance is able to create awareness and acceptance of diversity in life so that harmony can be realized amidst differences. At the age of students who are said to be early childhood education begin to realize the appearance and differences in themselves and others. This awareness will raise questions to students when they know something is different from someone so it needs to be taught that everyone has differences and instill a way of respecting these differences (Ilahi, 2013: 118).

In addition to public schools, the character of cultivating tolerance is the main character in early childhood education, inclusion is a school for early childhood which conditions normal students and students with special needs to learn together in one class. Students who attend inclusive schools, some of them are students with special needs. This condition allows an attitude of intolerance to children with special needs. Tolerance is the key to creating a conducive learning situation and social relations in Inclusive PAUD.

The issue of character education in Indonesia began to emerge in 2004 along with the development of the inclusive education system, namely an education system that allows children with special needs to mingle in regular classes with normal children. This is that children with special needs who are included in the regular class are children with special needs at a certain level who are considered to be able to participate in other children's activities even though they have various limitations. The definition of children with special needs (ABK) is a child who has limitations, both physical, mental-intellectual, social, and emotional, which significantly influence the process of growth or development compared to other children of the same age "(Winarsih, et al, 2013).

The researcher took the Anyelir PAUD the researcher observed that the Anyelir PAUD still had various limitations on the observations that had been made in the field, namely the Anyelir PAUD JL. Teuku Umar No. 42 Semarang, in early childhood education that implements an inclusive education system, it is seen that there is a tendency for children to have a greater tolerance for children with special needs compared to other children who go to school with an inclusive system. This shows that the interaction of normal children with children with special needs in an inclusive classroom is able to foster a character of children's tolerance. In addition, the social competence of children with special needs has progressed, especially in terms of self-confidence so that they are able to mingle with other normal children.

The results of these observations indicate that inclusive education indirectly impacts children's tolerance. This is the center of observation in this case study, which is to see how tolerant children in the inclusive class focus on child development. The aim of this study is to instill a tolerant attitude among children in inclusive classes. The results of these observations will be useful as an evaluation of the implementation of the inclusive education system to develop tolerance for children with special needs. In Anyelir PAUD, in instilling an attitude of tolerance it is only limited, namely in the classroom or on the school front yard, because PAUD Anyelir does not have a large yard.

Zaini's (2010) research on Strengthening Tolerance Education from an Early Age (Embedding Tolerance Values in Religious Pluralism in Early Childhood Education (PAUD) in Tulungagung Regency. It shows that many observers and observers call early childhood as "The Golden Age". The young are very effective in instilling multi-dimensional education, golden times that never repeat themselves at the same opportunity throughout human life. Any education that can be given to children by parents, mothers, fathers and educators will help shape character and Child's personality Character and personality that are formed in children are fundamental education that can color all their character and lifestyle before they can be influenced by other factors from friends, the environment and the conditions in which the child is present.

Research Sipa, et al. (2015) about How Teachers' Efforts to Cultivate Tolerance for Early Childhood in Southeast Pontianak Town For Kids Kindergarten. The purpose of this study is to provide an overview and information about the efforts of teachers to foster tolerance through

multicultural education for early childhood in Southeast Pontianak Kindergarten. The results of this study are: 1) Learning planning in fostering tolerance for early childhood is contained in the RKH. 2) The learning implementation refers to the RKH made by the teacher. The recognition fosters an attitude of tolerance for Early Childhood children through habituation. 3) Tolerance for early childhood. Not in accordance with expectations because there are still those who are not tolerant. 4) Teachers' obstacles in introducing fostering tolerance in Early Childhood in Southeast Pontianak Town For Kids Kindergarten require sufficient time and cooperation with the child's parents.

The more mature the child is, the more complex the effects will be. So the values of awareness and values of honesty, mutual respect, mutual respect, loyal friends, giving and helping each other regardless of status and color of clothes are manifestations of the values of tolerance education that deserve to be strengthened and instilled since early childhood.

The reality that exists in the field is related to the Cultivation of Child Tolerance Attitudes in Anyelir PAUD that children with special needs through inclusive education. Even though in the school environment for normal children, children with special needs will be treated differently by the teaching teachers. Teachers are required to be able to teach early childhood with special needs. This study aims to determine the cultivation of tolerant attitudes and supporting and inhibiting factors for early childhood. The excellence of this research also explains about inclusion that is easy for the layman to understand

RESEARCH METHOD

This type of research is qualitative because in assessing the problem the researcher does not propose funds to prove the hypothesis in assessing the problem, the researcher does not propose and prove the hypothesis but processes the data and analyzes a problem. In qualitative research, there are two main purposes, namely describing and revealing, the second describes and explains.

The data analysis technique that the researchers used was the Miles and Huberman model carried out when data collection took place, the data analysis technique in qualitative research consisted of three stages: data reduction, data presentation, and conclusion verification (Mathew B. Miles and AM Huberman, 1992: 46). The three stages are integrated and should be carried out sequentially. Qualitative research in this

case is to find out more about the cultivation of children's tolerance in inclusive PAUD (study in Anyelir PAUD Semarang City).

The subjects of this study were 3 teachers with the criteria of teachers teaching children with special needs in Anyelir Tinjomoyo PAUD Semarang City. Data collection techniques using primary data and secondary data. Primary data included interviews with teachers and managers of Anyelir PAUD, observations at Anyelir PAUD to get a physical picture of cultivating children's tolerance, and documentation at Anyelir PAUD to get photos that support research. Secondary data used were daily and monthly reports on PAUD Anyelir.

RESULTS OF DISCUSSION

This research is a research about planting a tolerant attitude of children in PAUD Anyelir Tinjomoyo Semarang City. Cultivating this tolerance includes learning, organizing, planning, managing, evaluating and supporting factors and inhibiting factors. Learning is the basic word of learning (Triwiyono (2015: 7) says that learning is essentially an interaction that occurs directly, such as face-to-face with students. So this is a form of interaction between educators and students and learning resources in a learning environment. in learning is very much needed so that learning can run effectively and efficiently, so that learning objectives can be achieved. Learning management is a reference used by teachers as educators in the implementation of learning. Learning management planned and implemented properly will determine the quality of the school. According to Hartanti (2017) PAUD standards are criteria regarding the management and implementation of early childhood education in all jurisdictions of the Republic of Indonesia. PAUD standards aim to guarantee the quality of PAUD in order to provide a foundation for:

a. Perform educational stimulants in shaping growth and physical and spiritual development according to the level of achievement and development of the child.

b. Optimizing children's development holistically and integratively.

c. Preparing the formation of children's attitudes, knowledge and skills.

The existence of PAUD management and standards will help and facilitate schools in providing education to their students. The results of the interview with the school manager were strengthened by interviews with the teaching staff directly as a classroom teacher at Anyelir PAUD.

Regarding the level of child development, the inclusion in STPPA is that the learning process, management standards, related to funding as well as teaching and education personnel, content standards, assessment standards, facilities and infrastructure. PAUD teacher Anyelir said that there are 8 standards in PAUD standards. GL.TN

This was also stated by PAUD teachers in interviews. The parts of the 8 PAUD standards can be seen through the results of the interview above which states that the PAUD standards consist of facilities and infrastructure standards, STPPA, content standards, teacher and education staff standards, assessment standards, process standards, financing standards, and management standards.

8 PAUD standards include STPPA that means and infrastructure, then gold process standards, there are standards for educators and education, content standards, process standards, management standards, assessment, and financing standards.

Through the interview above, the educators and education staff at PAUD Anyelir Tinjomoyo who were the informants in this interview knew the 8 standard parts of PAUD that are in Peremendikbud 137 and have become the current research topic. PAUD standards are STPPA (Standards for Child Development Achievement Level), content standards, process standards, assessment standards, standards for educators and education personnel, infrastructure, management standards, and financing standards.

Everything related to the PAUD standard has been stated in Permendikbud 137, the document below states that the parts of the PAUD standard consist of:

1. STPPA (Standard Level of Child Development Achievement) which contains indicators regarding the level of achievement of aspects of child development according to the child's age. This standard is used as a reference in determining the extent of development of children undergoing education in PAUD.

2. Standard content containing developmental programs that are presented in the form of themes and sub-themes which are arranged in accordance with characteristics, needs, stages of child development and local culture by containing elements of religious and moral values, thinking skills, language skills, social skills - emotional, physical - motor skills, and art.

3. Process Standards which contain related processes in learning. The standard process consists of planning (prota, prosem, RPPM and RPPH), implementation (opening activities, core activities, and closing activities), evaluation (evaluation of learning processes and results) carried out by educators by comparing plans and learning outcomes, as a basis for consideration. follow-up, supervision of the process of assessment or direction carried out by the head of the PAUD program unit to PAUD teachers accompanying teachers on a regular basis.

4. Assessment Standards contain the assessment of the process and learning outcomes of children in order to meet the achievement level standards according to their age level.

5. Educators and Education Personnel Standards contain the competency requirements and qualifications of an educator and education personnel who will have an influence in educational institutions.

6. Standards for Facilities and Infrastructure related to equipment in the implementation and management of activities for educators, carers and early childhood protection.

7. Management standards are related to implementation that refers to the standard of content, process, educators and education personnel, facilities and infrastructure, and financing.

8. The Financing Standard contains operational costs (salaries of educators and education personnel and allowances), and personal costs (education costs for children in the learning process).

As an educator and education staff in an early childhood education institution, teachers and school administrators should know about these PAUD standards, because this standard is a reference in the implementation and management of early childhood education programs listed in the Minister of Education and Culture Regulation number 137 regarding PAUD Standards. . In accordance with the title Cultivating Early Childhood Tolerance Attitudes, this study examines the inclusion of tolerant attitudes of children in conformity inclusion PAUD, namely STPPA, process standards, content standards, and assessment standards related to learning programs.

The teacher is a manager in the class organization and a manager in learning in the classroom. The role of the teacher as a learning manager is the process of directing students to carry out learning activities in the context of changing behavior (cognitive, effective, psychomotor) towards maturity. The teacher is also a facilitator in the learning process (Syafaruddin and Nasution, 2005: 76).

According to Fitri, et al. (2017) the curricu-

lum is a means that results in learning to be achieved. Curriculum planning is also very important in learning. The curriculum used in schools is a general description of learning in schools. Each school has a different curriculum. The development of the curriculum will enable education in schools to be more quality, meaningful and useful for improving the quality of students. The cultivation of tolerance carried out at Anyelir Tinjomoyo PAUD can be seen through interviews with school administrators

One alternative is to support the cultivation of tolerance in the Early Childhood Education (PAUD) scope. Children with special needs are always underestimated. Children with special needs are not diseases, so they are not children with contagious diseases. Children with special needs are not children who are born ordinary, born to extraordinary parents. According to Diana et al (2017: 261) Teachers' knowledge related to curriculum reform and appropriate infrastructure is recommended to support social awareness about disabilities and the social status of children with disabilities. The educational curriculum for children with disabilities is designed to achieve national goals, of course by considering the stages of development of students. Facilities and infrastructure are also an important part of implementing the curriculum in the learning process. In fact, at Anyelir PAUD, the facilities and infrastructure are inadequate to support the learning process.

The Early Childhood Education Institute (PAUD) which is initiated by the government today is very helpful in preparing preschool children through education as early as possible, explaining that "PAUD is a coaching effort shown to children from birth to 6 years of age which is carried out through providing educational stimuli assisting growth and physical and spiritual development so that children have readiness to enter further education ". Based on the Republic of Indonesia Law No.20 / 2013, article 28 on the national education system states that "Early childhood education can be organized through formal, non-formal, informal education channels." Early childhood education in formal education is formed Kindergarten and Raudatul Athfal (TK / RA). Early childhood education in non-formal channels takes the form of Playgroups (KB), Child Care Parks (TPA), or other similar forms. Meanwhile, early childhood education is in the education pathway organized by the environment.

Early childhood education is a form of education that focuses on laying the foundation towards growth and development of physical, intellectual, social emotional, language and communication. The purpose of early childhood education is to help lay the foundation for the development of attitudes, basic skills knowledge, creativity needed by students in adapting to the environment. Further growth and development, namely helping the development of children from an early age in order to grow and develop naturally in physical aspects, skills, knowledge and behavior, as well as facilitating early growth and development of children

School is one of the institutions that is responsible for the formation of children's personal character (character building), because here the role and contribution of the teacher is very dominant. As an institution, schools have a moral responsibility for how smart and intelligent students are as expected by their parents. The task of a teacher is not only to teach, but also to educate children, so that children not only have cognitive intelligence, but also have good character. This is the goal of education, which is to create an output of physical and mental well-being, the formation of humans who believe and have faith in God Almighty, have noble character, have noble character, are physically and mentally prosperous, are skilled and have a spirit of nationality . The aims of education above show that character is one of the characteristics that students are expected to have as learners. Therefore, character as early as possible has been introduced to students to produce quality resources in accordance with educational goals. Character focuses more on character, temperament, behavior or in other words manners and ethics. So, character education is simply defined as the inculcation of moral values, manners, how to behave well for someone. In its development, character education is no longer sufficient to form students who have good personalities (Isjoni, 2006). Character education which not only involves children's social relations, but also involves the knowledge, feelings and behavior of children who are in the realm of character education. Character building can be done through plus character education, which involves aspects of knowledge (cognitive), feelings (feeling), and action (action). Without these three aspects, character education will not be effective, with character education, a child will be emotionally intelligent. Emotional intelligence is the most important provision in preparing children for the future, because with it a person will be able to succeed in facing all kinds of challenges, including challenges to succeed academically. Inclusive character education can be realized

by actualizing learning which is characterized by learning according to the learning needs of students, and learning according to the learning needs of students. Schools need to identify the needs of students, complete infrastructure based on children with special needs and child-friendly school accessibility. The learning curriculum, interactions, and learning assessments are tailored to the needs of students with special needs (Rofisian 2018: 13)

The issue of character education in Indonesia began to emerge in 2004 along with the development of the inclusive education system, namely an education system that allows children with special needs to mingle in regular classes with normal children. This is that children with special needs who are included in the regular class are children with special needs at a certain level who are considered to be able to participate in other children's activities even though they have various limitations. According to Rahmawati (2016: 15), one of the alternatives to support the cultivation of the character of tolerance in the scope of inclusive elementary schools is through multicultural-based learning. Multicultural-based learning directs students to have a view and be tolerant of all forms of difference, both ethnicity, race, religion, ethnicity, and language including differences in students with special needs.

In Anyelir PAUD, the way to foster tolerance in children is by learning to love classmates, both normal children and children with special needs. Then cultivate a polite and polite attitude to teach using the words excuse me, please, and forgive. Slowly I teach you to knock on the door when you enter the room, if you borrow something from a friend before you have to ask permission and be respectful of others regardless of religion, race and culture. This is consistent with the results of research in the journal Mustofa (2017: 17) Class teachers who are in good categories also have good feelings and tolerance for children with special needs, and teachers tend to be ready to be role models and willing to establish communication with children with special needs.

Annual, semester, weekly and daily lesson plans in schools have been compiled and designed with the K-13 Guidelines through a module containing the planning that becomes a reference for the teacher in planning the SKH (Daily Activity Unit) of the teacher and is adjusted to the child's ability according to the results of the interview the results of the interview with the PAUD teacher The following is the interview:

We start from the annual first, then continue to the semester, our reference is the module from K-13, so the module already has a lesson plan including RPPH and RPPM in that semester, all of which have been compiled in the K-13 module with the indicators as well. , later the module will be discussed and discussed on Saturday regarding how the activity is, and adjusted to the child's ability, if it doesn't suit the child's ability, if it doesn't suit us, according to the tutik ... for example, it's too easy for children, or too difficult, later we'll replace it with activities which corresponds to the child with the same indicators in that module. (GK, THN)

This is in accordance with the theory of Rofisian (2018: 20) Inclusive character education can be realized by actualizing learning which is characterized by child-friendly learning, empathy, student-centered learning, and learning according to the learning needs of students. Schools need to identify the needs of students, complete infrastructure based on children with special needs and child-friendly school accessibility. The curriculum, learning, interaction, and learning assessments are tailored to the needs of students with special needs.

According to Adderley and Windiarti (2015: 104) the curriculum used in managing inclusive schools needs to pay attention to the learning process which is based on the stage of children's mental development. The national curriculum is generally not fully used by inclusive schools but is modified in order to develop the abilities of children with special needs.

Supporting factors for the cultivation of tolerance attitudes in early childhood (PAUD) with inclusion of 4-5 years in PAUD Anyelir include:

1. Managers, teachers and all employees always provide examples of good attitudes to students.

2. Facilities Infrastructure and school environment conditions that are comfortable and religious.

3. Attitudes of parents who pay attention to child development. Like parents who pick up their children to school, then ask their child's progress at school to their class teacher, and ask the class teacher to report the child's unfavorable activities.

4. Parenting program is a program that provides opportunities for parents to always be involved in activities carried out by PAUD managers.

5. Teacher creativity in developing Tolerance Attitude Cultivation

Inhibiting Factors Include:

1. The attitude of preschool children who are still unstable and like to imitate, therefore

they are easily influenced by the surrounding environment, especially from their peers.

2. Differences in children's abilities and development.

3. The attitude of parents who tend to give education to teachers in schools.

4. As well as the arrival hours of children who are released so that they can interfere with the concentration of their friends who are already in the classroom.

Supporting and inhibiting factors in learning will affect the learning process in the classroom. When implementing learning in schools, of course there are supporting factors that can support the implementation of learning in schools, so that learning can go as expected, here are the results of the interview as follows:

The supporting factors are the media used, the suggestions and infrastructure, then the lesson planning that has been made, because the implementation of our learning refers to the planning, so it also goes into the supporting factors, then we also have an inspiration class, such as bringing in characters. inspirational figures who can support learning, and modules and STPPA as well.

CONCLUSION

Cultivating an attitude of tolerance is carried out based on the stages of compiling annual, monthly, weekly and daily lessons. By referring to the basic competencies of KD which contain attitudes, knowledge and skills. Organizing, which consists of the components of the implementation of education in PAUD Anyelir, which consists of the Head of Tinjomoyo Village, Chairman of RW 04, Class Managers and Teachers. Management at Anyelir PAUD that classroom teachers have never been included in seminars in competency development on inclusive child education. Evaluation of the learning process at Anyelir Tinjomoyo PAUD is carried out every week and refers to the standard process of Article 16. Reporting of learning outcomes is submitted to parents in the form of LPA (Child Development Report). Supporting factors for the cultivation of tolerance in Anyelir Tinjomoyo PAUD is the implementation of learning in the form of existing facilities and infrastructure, namely educational games used as other media, classrooms, inspirational classes and also teacher cooperation in preparing learning programs. The inhibiting factor in Anyelir PAUD is in arranging a learning management program in schools, because it can affect in making learning ideas and the arrival time of the children who are released as well.

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