



Character Education of Tolerance and Love for the Homeland in the Independent Study Curriculum in Junior High Schools

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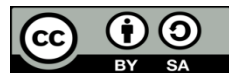
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ABSTRAK

Rendahnya nilai-nilai karakter toleransi dan karakter cinta tanah air pada siswa-siswi saat ini disebabkan karena kurangnya penerapan dan menanamkan nilai-nilai karakter toleransi dan cinta tanah air dalam kehidupan sehari-hari maupun di lingkungan sekolah. Penelitian ini bertujuan untuk menilai dan mengukur karakter toleransi dan cinta tanah air dalam mendukung kurikulum merdeka belajar. Penelitian ini tergolong kedalam jenis penelitian kuantitatif dengan pendekatan deskriptif. Populasi dalam penelitian ini yakni 183 siswa SMP, dengan sampel penelitian yakni 165 siswa yang mengisi kuesioner. Pengumpulan data dalam penelitian dilakukan menggunakan metode angket, dengan instrument penelitian berupa angket tertutup yang disajikan dalam bentuk pertanyaan. Data yang diperoleh dalam penelitian kemudian dianalisis menggunakan teknik analisis data statistik deskriptif. Hasil analisis data menunjukkan bahwa karakter toleransi dan cinta tanah air dari kelas VII¹, VII⁻⁵, VIII⁻², VIII⁻⁴, IX⁻¹, dan IX⁻⁴ adalah siswa kelas VII⁻¹, sebanyak 97,93% dan persentase untuk Karakter Cinta Tanah Air 94,82%, karakter toleransi kelas VII⁻⁵, memiliki persentase 90,31%, karakter cinta tanah air kelas VII⁻⁵ memiliki persentase 89,68%, kelas VIII⁻² persentase nilai karakter toleransi sebanyak 93,33%, kelas VIII⁻² karakter persentase nilai cinta tanah air sebanyak 83,8%, kelas VIII⁻⁴ persentase nilai karakter toleransi sebanyak 85,66%, kelas VIII⁻⁴ karakter cinta tanah air sebanyak 81,66%, kelas IX⁻¹ karakter toleransi sebanyak 93,07%, kelas IX⁻¹ karakter cinta tanah air sebanyak 94,23%, dan hasil persentase kelas IX⁻⁴ pada karakter toleransi memiliki persentase sebanyak 97,66%. Berdasarkan hasil analisis tersebut maka dapat disimpulkan bahwa karakter Toleransi dan Cinta Tanah Air dalam Mendukung Kurikulum Merdeka Belajar berada pada kategori sangat baik.

ABSTRACT

The low values of the character of tolerance and love for the homeland in students today are due to the lack of application and instilling the character values of tolerance and love for the homeland in everyday life and the school environment. This study aims to assess and measure the character of tolerance and love for the motherland in supporting the independent learning curriculum. This research belongs to the type of quantitative research with a descriptive approach. The population in this study was 183 junior high school students, with a sample of 165 students who filled out the questionnaire. Data collection in the study was carried out using the questionnaire method, with the research instrument in the form of a closed questionnaire presented in the form of questions. The data obtained in the study were then analyzed using descriptive statistical data analysis techniques. The results of the data analysis show that the characters of tolerance and love for the homeland of class VII¹, VII⁻⁵, VIII⁻², VIII⁻⁴, IX⁻¹, and IX⁻⁴ are students of class VII⁻¹, as much as 97.93% and the percentage for The character of love for the country is 94.82%, the character for tolerance for class VII⁻⁵ has a percentage of 90.31%, the character for love for the country for class VII⁻⁵ has a percentage of 89.68%, for class VIII⁻² the percentage of character values for tolerance is 93.33 %, for class VIII⁻² the percentage of love for the motherland is 83.8%, for class VIII⁻⁴ the character for tolerance is 85.66%, for class VIII⁻⁴ the character for love for the country is 81.66%, for class IX⁻¹ character tolerance as much as 93.07%, class IX⁻¹ the character of love for the country as much as 94.23%. The results of the percentage of class IX⁻⁴ on the character of tolerance have a percentage of 97.66%. Based on the results of this analysis, it can be concluded that the characteristics of Tolerance and Love for the Motherland in Supporting the Free Learning Curriculum are very good.

1. INTRODUCTION

Education is an effort to help students by providing activities full of teaching guidance and training to form a role in the future (Pane & Dasopang, 2017; Sujana, 2019). A school is a place or institution that organizes formal education, which has a very important role in realizing the goals of education (Nurkholis, 2021; Satrio et al., 2021). Schools also function as a place for children to adapt and

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stabilize society, namely personal development and personality formation, cultural transmission, social integration, innovation, pre-selection, and pre-allocation of labor (Irhamna & Purnama, 2022; Kadarsih et al., 2020). The purpose of organizing education is essential to form human resources who have good character, character, and personality, are intelligent, have a noble character, are skilled, and have national insight as provisions to face challenges in the future (Fahmi & Bitasari, 2021; Fitriyani, 2019). It is necessary to balance the development of aspects of knowledge, skills, and attitudes to achieve this goal (Dahniar, 2020). Education in Indonesia is implemented by implementing the independent curriculum program, where the Independent Curriculum program is implemented based on Kepmendikbudristek Number 56 of 2022, to restore learning to improve the 2013 Curriculum (Baharuddin, 2021; Rahayu et al., 2022). The independent curriculum is an educational curriculum that provides freedom of learning to students, in which case students are freed to study according to their interests (Indarta et al., 2022; Vhalery et al., 2022).

The Freedom to Learn program is implemented in the independent curriculum, a new policy designed by the Ministry of Education and Culture of the Republic of Indonesia (KEMENDIKBUD RI) (Jannah & Rasyid, 2023). Freedom of learning can be interpreted as the freedom of an education system from shackles that make it difficult and limit the movement of both educators and students (Daga, 2021; Mustaghfiroh, 2020). In this program, students are free to choose what they want to learn by the wishes and interests of educators and students to achieve something they want (Susilawati, 2021; Wijaya et al., 2020). Realizing independent learning must start as early as possible to optimize individuals' character cultivation further. In the independent learning program, character education is one of the most developed aspects. This is because character education is a conscious and planned effort to internalize character values so that learners can understand, internalize and implement these characters in everyday life (Khusni et al., 2022; Widiyono & Millati, 2021). In essence, character education is carried out to instill values and cultivate good attitudes and behavior to shape student character (Chita & Harahap, 2019; Pratiwi, 2020). The implementation of character education is an application in schools and outside schools with the participation of all school members and the support of students' families (Hendrawan et al., 2022; Pratiwi, 2020).

The reality shows that character development in the independent learning program needs to be carried out properly. It is related to learning policies that are relatively new and require adjustments. The observations and interviews conducted at SMP Negeri 1 Bilah Hilir show that, until now, the independent curriculum is still unfamiliar to teachers at SMP Negeri 1 Bilah Hilir. Many teachers still need help implementing the implications of an independent curriculum, especially in choosing learning media that are by the demands of an independent curriculum. The Free Learning Curriculum policy will be implemented to accelerate and achieve national education goals by increasing human resources, having advantages, and being able to compete with neighboring countries and other countries. Superior and competitive human resources are manifested in students with noble characteristics, such as tolerance and love for the motherland.

The characters of tolerance and love for the homeland are the main characteristics developed in the independence curriculum. It is because tolerance is an attitude that does not deviate from the rules, for example, by listening attentively to what is said or ordered by the teacher (Fitriani, 2020; Intan, 2020). In addition, respectful behavior towards anyone can be seen as being polite or respectful in how to greet, make friends, get along with each other, and behave politely with anyone (A'la, 2019; Majid, 2020). Attitudes that do not interfere with people's work at school, such as holding back emotions or anger, adapting to the environment, always trying to please others, and being selfless. Tolerance towards others can also grow and increase a sense of nationalism because, with tolerance, students can increase their sense of nationalism by respecting each other, respecting and accepting differences between each other (Marintan & Priyanti, 2022; Purnamasari & Wuryandani, 2019). In addition to the attitude of tolerance in the independent curriculum, an attitude of love for the homeland is also developed, where love for the homeland is an attitude that shows love for the homeland which can be proven by being able to maintain the good name of Indonesia, obeying laws and all applicable regulations (Atika et al., 2019; Hendrawan et al., 2022; Rahmawati et al., 2022). In addition, the attitude of love for the motherland can also be done by showing an attitude of caring and mutual respect (Audina et al., 2022; Hartanto, 2019).

Developing an attitude of tolerance and love for the motherland can be done by carrying out a flag ceremony every Monday, and teachers must involve students in carrying out the flag ceremony, such as students being involved in reading the 1945 Constitution, Pancasila, singing the Indonesia Raya song and the national anthem. -National anthem. As well as the existence of an awareness function (conservatism) in schools, namely maintaining the cultural values of society and forming human authenticity. Education as an instrument of awareness means that schools build awareness to remain at the level of courtesy,

civility, and morality (Irhamna & Purnama, 2022). Several previous studies have revealed that the learning process, which is carried out in stages or continuously in the Merdeka Learning curriculum, can improve and change the disciplinary character of students in completing the knowledge development assignments that have been given on time so that learning activities can be carried out actively and efficiently (Indriani et al., 2023). The results of other studies reveal that the development of the character of loving the motherland can be done by maximizing the educational management process (Hartanto, 2019). Further research revealed that developing tolerance and social care values can occur in various activities and environments (Intan, 2020). Based on some of the results of these studies, in the independent curriculum, children's character development can be carried out through habituation activities and improving education management. In previous research, no study specifically discussed the analysis of character education of tolerance and love for the motherland in the independent learning curriculum in junior high schools. So this research is focused on analyzing the character of tolerance and the character of loving the motherland in supporting the independent learning curriculum at SMP Negeri 1 Bilah Hilir.

2. METHOD

This study uses a descriptive approach with quantitative methods related to the character of tolerance and love for the motherland in supporting the independent curriculum. The research was conducted at one of the junior high schools (SMP), namely SMP Negeri 1 Bilah Hilir, Labuhanbatu Regency. The population in this study was 183 junior high school students, with a sample of 165 students who filled out the questionnaire. Sampling was done using a total sampling technique, in which all populations were used as research samples. Data collection in the study was carried out using the questionnaire method, with the research instrument in the form of a closed questionnaire presented in the form of questions. So that the respondents put a checkmark in the "Yes" column or the "No" column. If the question is checked in the "Yes" column, the respondent will get a score of 1; if the question is checked in the "No" column, the respondent will not get a score. The questionnaire was developed using the Guttman scale, which is used to get precise and firm answers to a problem in question, namely Yes and No. On the Guttman scale, the answer "Yes" is given a score of 1, and the answer "No" is given a score of 0, according to Sugiyono. The questionnaire grids used in the research process can be seen in Table 1.

Table 1. Research Questionnaire

Variable	Sub variable	Indicator
Character education values	Tolerance	1. Always cooperate and help each other. 2. Respect each other in both ethnicity, religion, and culture.
	Love of the Motherland	1. Appreciate the services of the heroes. 2. Always participate in commemorating national days and heroes' days.

The data obtained in the study were then analyzed using descriptive statistical data analysis techniques. Descriptive statistics is one of the data analysis techniques used to analyze data by describing data that has been collected previously. The descriptive analysis method is a method that uses statistics to analyze data by describing or describing the data that has been collected.

3. RESULT AND DISCUSSION

Result

The analysis of the characteristics of tolerance and love for the homeland in supporting the independent learning curriculum at SMP Negeri 1 Bilah Hilir shows that tolerance has a percentage of 97.93%. The percentage for the character of love for the country is 94.82% of the two characters. The respondents in class VII- 1 are classified as very good and have the character of tolerance and love for the country so that it can support the Free Learning Curriculum. Furthermore, the percentage results for class VII-5, distributed to 32 students, for the character of tolerance had a percentage of 90.31%, and the percentage for the character of love for the country was 89.68%. And from these two characters, the students of class VII-5 are very good. In the class VIII-2 questionnaire distributed to 18 students, the percentage of tolerance in the second grade of eight was 93.33%, while the character of loving the country had a percentage of 83.8%. From class VIII-4, the questionnaires were distributed to 30 students, and it was found that the percentage of the character of tolerance was 85.66%, and the percentage of the

character of loving the country was 81.66%. From the class IX-1 questionnaire distributed to 26 students, the percentage of the character of tolerance was 93.07%, and the percentage of the character of loving the homeland was 94.23%. The class IX-4 questionnaire, distributed to 30 students, found that the percentage of tolerance characters was 97.66%, and the percentage of love for the country was 91.33%. From the analysis of the research questionnaire instrument on the character of tolerance and love for the country from class VII-1, VII-5, VIII-2, VIII-4, IX-1, and IX-4, the percentage was "very good." Most respondents answered "Yes" to questions about the character of tolerance and love for the country and being able to support the independent learning curriculum at SMP Negeri 1 Bilah Hilir. In more detail, the research analysis results can be seen in [Table 2](#).

Table 2. The results of the Percentage of Students' Tolerance and Love for the Motherland Character

Class	Learning Group	The number of students	Tolerance Character	Motherland Love Character
VII	VII-1	29	97.93%	94.82%
	VII-5	32	90.31%	89.68%
VIII	VIII-2	18	93.33%	83.8%
	VIII-4	30	85.66%	81.66%
IX	IX-1	26	93.07%	94.23%
	IX-4	30	97.66%	91.33%

Discussion

The results of this study indicate a hypothesis, which states that the character analysis of tolerance and love for the homeland has a fairly good and significant positive effect in supporting the independent learning curriculum. It means that the character of tolerance and the character of love for the motherland can support the existence of an independent learning curriculum in junior high schools. The finding of differences in achievement on the character of tolerance and the character of loving the homeland requires the rapid development of information technology. The dynamics and changes in the field of education that are being felt at this time are so dynamic, namely the progress of information technology that is so rapid, learning models must be able to answer challenges so that there is a shift in the role of the teacher not just central learning ([Sopiansyah & Masrurroh, 2021](#)). In line with this, the government, through the Minister of Education and Culture of the Republic of Indonesia, Nadiem Anwar Makarim, initiated the concept of Freedom to Learn, which began in 2019. This concept was initiated by taking the central figure of education Ki Hajar Dewantara who had initiated the concept of education in the past, an education system aimed at being more independent which would stick to the nation's culture ([Hakiky et al., 2023](#)). With the independent learning curriculum, students can adapt without coercion. Students can freely form the character of tolerance and love for the motherland within themselves and not just focus on the learning system that happens ([Baharuddin, 2021; Rahayu et al., 2022](#)). Through the implementation of the independent curriculum, learning is not only focused on study groups which incidentally are in the classroom but learning that adopts a learning system outside the classroom, not only focused on listening to teacher lectures but also students can practice themselves, explore their potential so that various student characters will be formed, such as the character of being brave, independent, smart in socializing, and competent, not only relying on a class ranking system which will shrink students' mental ([Hakiky et al., 2023; Indarta et al., 2022; Vhalery et al., 2022](#)).

Furthermore, the research analysis results show that the average character of tolerance is 93.02%, and the character of Love for the Motherland is known to have an average value of 89.23%. From the average value of the characters of Tolerance and Love of the Motherland, it can be seen that tolerance is more dominant than the character of love for the homeland. It is because the students of SMP Negeri 1 Bilah Hilir are required to have the character of tolerance to respect each other's religious differences and respect everyone's beliefs, and the absence of discriminating friends, be fair to others. In behaving and acting, students must respect each other's differences in religion, ethnicity, race, attitude, or opinion with others. In one unity and brotherhood so that there is a value of tolerance between ethnic groups, cultures, races, religions, and language, customs, and history of the nation ([Fitriani, 2020; Intan, 2020; Putra et al., 2022](#)). So that the students of SMP Negeri 1 Bilah Hilir can appreciate differences, build a family attitude, and understand each other. In the social, cultural, and religious context, tolerance prohibits and avoids discrimination or discriminatory behavior within a group of citizens ([Fitriani, 2020](#)). In improving the character of love for the land, students of SMP Negeri 1 Bilah Hilir are getting to know and understand the

arts in the area where they live and studying art lessons. One of the planting efforts instills a love for the motherland in early childhood through learning arts and culture, including character education (Hendrawan et al., 2022; Rahmawati et al., 2022). Developing the character of tolerance and love for the land can be done by instilling Pancasila values in students so that students can build an even better character. The Pancasila student profile is a reflection of superior Indonesian students with lifelong learning, character, global competence, and behavior by Pancasila values, acting as the main reference that guides educational policy, including being a reference for teachers in building student character and competence (Khusni et al., 2022; Susilawati, 2021; Widiyono & Millati, 2021; Wijaya et al., 2020).

The percentage of the average value of the love of the motherland character at SMP Negeri 1 Bilah Hilir is also very high. It is because the students instill the character of loving the motherland by carrying out activities to sing the Indonesian national anthem and sing national songs during the flag ceremony, commemorating Indonesia's independence day, youth oath, and so on, getting to know the heroes by displaying photographs and paintings of national heroes in class and outside the classroom. The results obtained in this study are in line with the results of previous research, which also revealed that the learning process, which was carried out gradually or continuously in the Merdeka Learning curriculum, was able to improve and change the disciplinary character of students in completing the knowledge development assignments that had been given so that learning activities could be carried out on time actively and efficiently (Indriani et al., 2023). The results of other studies reveal that the development of the character of loving the motherland can be done by maximizing the educational management process (Hartanto, 2019). Further research revealed that developing tolerance and social care values can occur in various activities and environments (Intan, 2020). Based on these results, students have been able to instill character values in the independent curriculum.

4. CONCLUSION

Based on the results and discussion above, it can be concluded that the character analysis of tolerance and love for the country in supporting the free learning curriculum at SMP Negeri 1 Bilah Hilir is "very good." The attitude and way of the teacher in guiding and shaping the character of Tolerance and Love for the Motherland, students are required to respect each other and help each other in preserving culture, not discriminating between ethnicities, races, and religions in the school environment, and the spirit students in studying, understanding, and recognizing photographs and paintings of national heroes that are displayed in class and tell the history of the Indonesian state and outside the classroom, singing the national anthem and national anthems during flag ceremonies, commemorating independence day, commemorating youth oath day and so on.

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