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## Analysis of Student Tolerance Character Values in Grade VI SD Inpres 3 Tondo

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### ABSTRACT

This study aims to determine the value of student tolerance character in grade IV of SD Inpres 3 Tondo. This study uses a qualitative method with a qualitative descriptive approach. The research sample, namely classroom teachers and grade IV students, totaled 34 students. Data collection techniques are in the form of observation, interviews, questionnaires and documentation. The research instruments used by the researcher were observation sheets, interviews and questionnaires. Based on the results of observations made by researchers in directly observing student activities participating in classroom learning. The researcher observed several aspects of tolerance that have been applied by students, namely the attitude of caring for fellow friends, respecting differences of opinion/religious differences, not bullying, helping friends of different religions and behaving well. Based on the results of interviews conducted by researchers with grade IV teachers, the results were obtained that students in grade IV had applied tolerance well. Based on the results of the questionnaire analysis that has been carried out by the researcher that the value of student tolerance character in grade IV of SD Inpres 3 Tondo is high, this is seen from the data obtained by the researcher on average 78.08%. This is good enough for students to learn to apply the values of tolerance character in students in their daily lives.

## 1. Introduction

According to Karmedit in (Sulastri et al., 2022). Character education is a system that can provide the inculcation of character values to students so as to create a form of trust, self-awareness, readiness to do according and activities that can increase noble ethical values both to God Almighty and to fellow humans and the surrounding environment. Strengthening character education through Pancasila student profiles for teachers in elementary schools is very important because children are currently living in the era of digitalization and even if we look at the conditions in the field, there has been a more and more decline in the character value of students. For a teacher, instilling character education in students is something that will provide its own challenges. Teachers must really understand

that this character education is a key factor to achieve the success of Indonesian education in the future.

According to Destia et al. (2022) Elementary school is an ideal time to teach character because students are still in the stage of development and understanding personality is a way to help a person develop their personality and character. Character education is very important in shaping students' personalities and can be the main foundation for building Indonesian people who have good personalities so that they are able to compete in the future. Character education is a process of instilling character values including aspects of knowledge, awareness, and willingness in the form of actions to carry out values that are good for oneself and the environment. Elementary school is an ideal time to teach character because students are still developing and easier to understand. Character is a way to help humans grow and develop their personality and character.

According to Nata in (Setyaningsih, E. 2022). Character education consists of two elements of the word, namely education and character. Education means a process of activities in which there are activities to foster, maintain, teach, train, advise, purify the soul, and remind humans of good things. Education can also be interpreted as a process of developing the potential of each human being to become a superior human being. According to Sirait in (Armini, N. N. S. 2024) stated that "a strong country is a country that has a generation of character" Based on the above statement, it can be said that effective character development exercises are very important to develop the character of a student so that he can grow into an independent and insightful human being so that he is useful for his own country. Therefore, character education is a big task that must be completed by a teacher in the digital era, which affects every aspect of daily life, especially social and emotional aspects related to one's journey.

According to Sari, et al in (Ramadandy, D., Imansyah, F., & Syaflin, S. L. 2023) Character is a measured activity of a person to respond to the surrounding situation in a good and wise way. In elementary school, character cultivation is very important to improve attitudes or personalities that are not good for students and the diversity that exists in each individual. Therefore, one of the right character instillers that can be instilled in elementary school students is tolerance. Tolerance can develop the potential and absorption that students have in the learning process activities, so that students can become devoted individuals, have noble morals, obey regulations and become good Indonesian citizens. This tolerance can be developed through programs that are specifically provided to train students to behave well and respond to the learning being taught.

According to Yulianti in (Ramadandy, D., Imansyah, F., & Syaflin, S. L. 2023) Tolerance means respect, acceptance, and appreciation for the world's cultural diversity, forms of expression, and methods of human becoming human. In addition, tolerance can mean an undesirable act of self-restraint. The character of tolerance is able to create awareness and acceptance of diversity in life so that harmony between people is realized in the midst of differences. The character of tolerance is a character that is very important to be instilled, to create awareness

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and acceptance of every diversity of opinions expressed by each individual in order to establish harmonious harmony between others and be able to accept sincerely every difference of opinion.

Oktavianna in (Indah, S. (2021) *Planting the Value of Tolerance in Early Childhood Education in the City of Semarang*" In this study, Dwi Oktaviana described that the value of tolerance has a very important meaning in the life of a nation, for that it is very necessary to instill the value of tolerance. Value instilling should be started from an early age because children at an early age experience an extraordinary developmental process and have not been affected by many negative things from their environment so it is the right time to instill character values.

According to (Gunawan, W. 2022) Tolerance is interpreted as an appreciation for diversity or diversity. The attitude of tolerance for learning in students through character education is believed to have an impact on the learning outcomes that will be achieved by students, especially on learning outcomes in the cognitive realm known as learning achievement. There are several factors that cause tolerance, namely: (1) The existence of mutual respect and respect between religious populations, (2) underestimation of other religions. (3) Creating unity and unity among religious people, (4) Respecting different religions, (5) Helping others who need help, (6) Strengthening friendship and accepting differences, (7) Having a sense of care for others.

According to (Rahmelia, S. 2020) Intolerance among students can be characterized by a lack of mutual respect and respect for differences among peers. The relationship between character and tolerance is very close because characters reflect the values, attitudes, and behaviors they hold, including how they treat differences. Tolerance is very important to be applied in school, because students do not get along with just one friend but must be able to make friends with many friends. Where each student has differences ranging from religion, ethnicity, race and point of view. Therefore, students must have an attitude of tolerance to appreciate and be able to respect these differences. So that students do not pick friends in learning in class and respect each other. Tolerance makes children able to appreciate the differences in the qualities of others, open themselves to new views and beliefs, and appreciate others regardless of ethnicity, gender, appearance, culture and beliefs.

Based on observations at SD Inpres 3 Tondo on April 29, 2024, information was obtained about the implementation and development of tolerance values among students that are often still not optimal. Many students have not fully understood and internalized the value of tolerance in their daily lives. Various factors such as the influence of the family environment, society, media and social interaction at school can affect how students view and apply tolerance in daily life. Therefore, it is important to evaluate and measure the character of student tolerance as one of the efforts to find out the extent to which this value is applied in their social interaction in the school environment. Based on the formulation of the problem that has been described, the purpose of this study is to describe the value of student tolerance character in grade IV of SD Inpres 3 Tondo.

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## 2. Methodology

The type of research used in this study is qualitative research using a descriptive approach. According to Moleong (2010), qualitative research is a research method that produces qualitative data in the form of written or spoken words from individuals and observed behaviors. The location of this research is at SD Inpres 3 Tondo. The subjects in this study are grade IV students totaling 34 students and grade IV teachers of SD Inpres 3 Tondo. The data collection method was carried out by observation, questionnaire, interview and documentation and the researcher used a qualitative descriptive method as a way of data analysis in this research activity. The observation sheet consists of several statements and the questionnaire also consists of several statements regarding the tolerance character indicators to be studied. Before the questionnaire is given to students, the questionnaire is validated by a team of experts. The following questionnaire and character grid of student tolerance can be seen as Table 1 and Table 2.

Table 1. The Questionare used in this study

Yes	Statement	Category				Information
		1	2	3	4	
1	I respect the opinions of others and establish an atmosphere of harmony and comfort in the classroom					
2	I appreciate my friend's opinion in group discussions					
3	I help friends if they are in distress regardless of religion and tribe					
4	I lend stationery to a friend of different religions					
5	I always try to treat all my friends fairly and equally, without					
6	I don't bully friends at school					
7	I have never supported acts of bullying either directly or indirectly					
8	I respect the teacher by saying hello when I cross paths					
9	I don't grumble or make noise when my friends worship/study					
10	I respect and support everyone's right to worship in accordance with their respective religions/beliefs					

Table 2. Tolerance Character Value Grid

Yes	Indicator	Statement	Yes Statement	Sum Statement
1	Respect the opinions of different friends	respect the opinions of others and establish an atmosphere of harmony and comfort in the classroom Respect your friends' opinions in group discussions		
2	Help friends of different faiths or ethnicities	Help a friend if in distress regardless of religion and tribe		

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		lending stationery to friends of different religions
3	Not discriminating against friends in getting along	Sealu treats all friends fairly and equally regardless of background, religion and ethnicity
4	Avoiding bullying	Not doing bullying or bullying friends at school Never support bullying actions either directly or indirectly
5	Respect and appreciate teachers and friends	Respect the teacher by greeting them when they cross paths Not grumbling or noisy when friends worship/study
6	Allow friends or other individuals to worship according to their respective religions/beliefs.	Respect and support the right of everyone to carry out worship in accordance with their respective religions/beliefs
		Total

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### 3. Result and Discussion

Based on the results of observations that have been made by researchers by observing directly when students participate in learning and classes. The researcher observed several aspects of tolerance that have been applied by students, namely the attitude of caring between friends, respecting differences of opinion religious differences, respecting each other, being open, helping friends if they are in distress regardless of religion ethnicity, not bullying, respecting the opinions of friends during group discussions and behaving well. Figure 1 shows the researcher when making observations at SD Inpres 3 Tondo.

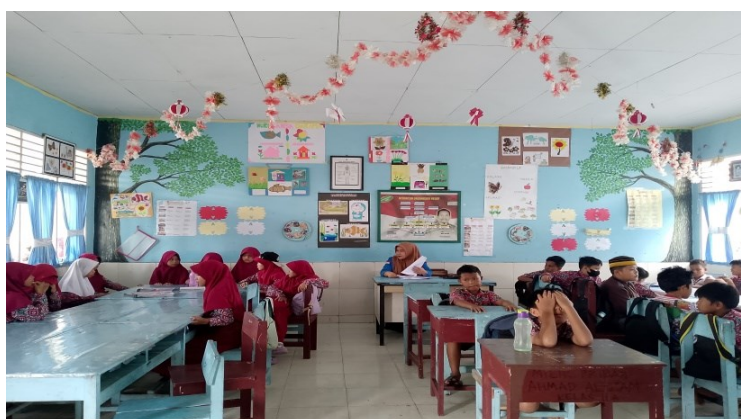


Figure 1. Photo During Observation

The researcher conducted an interview with grade IV teachers regarding the tolerance character of grade IV students on February 20, 2025 at 09.00-09.50 at SD Inpres 3 Tondo. The results of the researcher's interview with grade IV teachers regarding the character of student tolerance as follows:

"Have teachers applied the character of tolerance in the learning process in the classroom?", the informant said that "Yes, it has really implemented tolerance in the classroom, because if it is not applied, children will not get an attitude of tolerance such as respecting teachers and respecting friends" (S. Sailana, personal communication, February 20, 2025)

"Do students in your class respect the opinions of their peers during group discussions?", the informant said:

Yes, they respect each other but are not perfect. They sometimes have a normal time between 15-10 minutes that they have started to lose concentration, from there we can see that they start to lose mutual respect for each other's opinions but that's a natural thing. So at first we have seen, listening carefully to the opinion of a friend, that he appreciates. So for this class, it can be said that 70% have already judged the opinions of friends. (S. Sailana, personal communication, February 20, 2025)

"What do you think about the character of tolerance in students in your class?", the informant said that "The character of tolerance in students at SD Inpres 3 Tondo, especially in grade IV, is good, especially for religious tolerance. So far, grade IV students have understood and can apply the values of tolerance that I teach both directly and I insert them into learning." (S. Sailana, personal communication, February 20, 2025)

"How do you make efforts to cultivate the character of tolerance in students?", the informant said that "The first teacher teaches how important it is to respect his friends in class, because for the teacher, the child must be tolerant, if his fellow friends are not taught, they cannot respect their friends and distinguish each other." (S. Sailana, personal communication, February 20, 2025)

"What are the infrastructure facilities and also efforts made by schools, especially grade IV, to improve aspects of tolerance character?", the informant said:

For infrastructure facilities and efforts made by the school to improve the aspects of tolerance character, it is always to remind grade IV students many times so that they always remember the value of tolerance. Then through civic education learning, morning habituation and through P5. (S. Sailana, personal communication, February 20, 2025)

"Are there any students who bully other friends?", the informant said that "For now it is gone, except in semester 1 it still exists, but when it has been applied about diversity, affection is now gone, almost recently there has been no sound." (S. Sailana, personal communication, February 20, 2025)

"Is there any influence of the application of tolerance character to students' behavior in daily life, especially in the learning process?", the informant said:

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The character of tolerance is very influential in learning, children with tolerance the learning process is very stable. Because he appreciates the teachers and their friends all who are at school. And for daily life, if he has gained tolerance from school and home, he can automatically apply everything, because if there is no tolerance it will fall apart.(S. Sailana, personal communication, February 20, 2025)

"Do your students say hello when you cross paths with you outside school?", the informant said that "Yes, I meet you anywhere it must be a greeting, even sometimes I don't see them shouting to call so they know, even if I pass the night on the motorbike they call "father".(S. Sailana, personal communication, February 20, 2025)

"Are your students disturbing or noisy when your friends are praying/studying?", the informant said:

If you disturb a friend in worship and at the time of learning it is always there, but there is no intention to disturb just to express it, so it does not fall into the category of bad behavior. Because he has no intention but sometimes he lets go. He wanted to express himself sometimes he forgot the situation.(S. Sailana, personal communication, February 20, 2025)

"How did you teach the importance of respecting religious, ethnic and cultural differences in the classroom.", the informant said:

Sometimes I play through videos how it is to live together, then there is a coincidence that the material is now running talking about differences, so conveying through learning materials, through learning videos, through my own attitude with fellow teachers of different religions, different ethnic backgrounds, so it becomes an example medium for them to be able to follow. I teach them through my attitude, the media that I display and then I invite them to see how you like not to be loved like this. It also displays different cultures, traditional houses with their own uniqueness, so it provokes curiosity.(S. Sailana, personal communication, February 20, 2025). The following is the researcher's documentation during an interview with the fourth grade homeroom teacher of SD Inpres 3 Tondo.



Figure 2. Photos During the Interview

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The distribution of the questionnaire was carried out to obtain an overview of how the value of the character tolerance of grade IV students of SD Inpres 3 Tondo. The data taken in this study are the results of the answers of 34 students, then analyzed by calculating scores and calculating percentages. The score obtained by students is the number of scores from each statement item that has been answered. The following are presented the results of the questionnaire analysis in the form of a table 3:

Table 3. Student Questionnaire Results

Res	Statement										Sum s	%
	1	2	3	4	5	6	7	8	9	10		
GMA	4	4	4	4	2	3	2	4	3	2	32	80
FSK	1	2	4	3	2	1	1	2	3	4	23	57,5
AP	4	4	3	4	4	3	4	4	4	3	37	92,5
MF	4	4	3	1	2	4	4	4	4	1	31	77,5
AM	4	3	4	3	4	4	3	4	4	4	37	92,5
H	2	3	2	3	1	1	2	4	4	3	25	62,5
MAA	3	3	4	3	4	4	3	4	3	3	34	85
R	3	4	3	4	3	4	2	4	4	4	35	87,5
AM	3	2	4	4	3	4	3	4	4	4	35	87,5
AR	2	4	4	3	3	4	4	4	4	4	36	90
BKW	3	4	3	4	4	3	3	4	3	4	35	87,5
ZRL	3	2	4	3	2	4	1	4	1	4	28	70
FR	3	4	4	4	4	4	1	4	4	4	36	90
N	2	4	4	3	2	2	2	4	4	2	29	72,5
SA	3	3	4	3	2	3	3	3	4	3	31	77,5
DT	4	3	3	3	3	2	2	3	3	4	30	75
ANH	3	4	4	3	3	4	3	3	4	3	34	85
FL	4	2	3	2	2	1	1	2	4	4	25	62,5
AN	3	2	4	4	2	2	3	3	2	4	29	72,5
MBH	4	3	4	2	3	1	3	4	4	4	32	80
AM	4	3	4	3	3	4	3	4	3	4	35	87,5
MF	3	4	3	3	4	4	2	4	3	3	33	82,5
AFS	3	3	3	4	2	3	2	3	2	3	28	70
ZF	3	3	3	3	3	2	4	4	3	2	30	75
SA	3	4	3	4	3	3	2	4	3	3	32	80
RKF	3	4	3	3	3	3	3	3	2	2	29	72,5
NM	3	4	3	4	3	4	3	4	3	4	35	87,5
AA Y	2	3	2	3	3	3	2	3	4	4	29	72,5
HU	3	3	3	3	2	3	2	4	3	3	29	72,5
SA	3	3	2	3	2	3	3	4	3	4	30	75
SAF	4	3	4	4	4	3	2	4	4	4	36	90
AFS	3	2	4	4	2	1	2	3	4	3	28	70
R	1	2	1	2	4	2	1	1	2	1	17	42,5
AA	4	4	4	3	3	4	4	4	3	4	37	92,5
<b>Sum</b>	104	109	114	109	96	100	85	121	112	112	1062	
<b>Max score</b>	136	136	136	136	136	136	136	136	136	136		
<b>%</b>	76,47	80,15	83,82	80,15	70,59	73,53	62,5	88,97	82,35	82,35		
<b>Average2</b>	<b>78,08%</b>											

Based on the calculation of the table obtained, the average percentage of students' answers as a whole was 78.08%. This shows that the average percentage of student tolerance is 78.08%. That is, most students have a tolerance value of themselves.

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The following documentation is provided when the researcher distributed the questionnaire to students.



Figure 3. Photo at the Time of the Questionnaire

### ***Discussion***

Based on the analysis of data that has been carried out by researchers at SD Inpres 3 Tondo regarding observations, questionnaires and interviews on the value of student tolerance character in grade IV which has been described above, the researcher can conclude the following findings:

Based on the analysis conducted by researchers at SD Inpres 3 Tondo. In the observation activity, it can be seen that character is one of the goals of the school to create, educate and guide students to succeed in academic knowledge and character. As a teacher, you should be able to have the skills to apply the values of tolerance character to their students, so that students can understand and understand the importance of the character value of tolerance that must be instilled in themselves.

Based on the results of interviews that have been conducted with grade IV teachers of SD Inpres 3 Tondo, it was found that they have implemented tolerance indicators, even though they have their own characteristics. They respect each other's differences, treat all friends fairly and equally regardless of religion, respect the opinions of friends during group discussions, help each other and show empathy for others. Although each student has a different character, they can coexist with mutual respect and support for each other.

Based on the results of the study, it was suggested that the cultivation of tolerance character values in grade IV students at SD Inpres 3 Tondo in the category of most students already have their own tolerance values in themselves with an average percentage score of 78.08%. Thus, it is necessary for teachers' efforts to instill character values in students to be further improved, so that students are able to apply the character of tolerance in their lives better.

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#### 4. Conclusion

Based on the results of research conducted by researchers at SD Inpres 3 Tondo, it can be concluded that the analysis of the value of student tolerance character in grade IV of SD Inpres 3 Tondo is already high. This is evident from the data collection carried out by the researcher on teachers and fourth grade students of SD Inpres 3 Tondo, where students have different characters. Through data analysis and calculations, most students have had a character value of tolerance. This is good enough for students to learn to apply the values of tolerance character in students in their daily lives.

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