

Implementation of the Value of Unity in Diversity in Elementary Schools

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Abstract

Education in Indonesia is greatly influenced by the development of educational science and technology, the more technology develops, the greater the impact of globalization, therefore we must maintain the value of oneness and unity between nations, especially instilling the character of tolerance in elementary schools, so that the nation and state avoid division. Method used in this research is a literature review study, where research results are obtained from books, articles and journals related to cultivating attitudes of tolerance in diversity in elementary schools and are produced from analysis of existing theories and have been tested as authentic. The aim of this research is to determine the extent to which the value of unity in diversity is instilled in elementary schools. The results of this research show that: (1) Pancasila education is character building in the state (2) Pancasila plays a role as a binder of a sense of unity in diversity between students (3) The diversity found in elementary schools becomes learning to face diversity in the wider community environment (4) the value of unity forms a sense of tolerance which can strengthen the unity of the Indonesian nation (5) teaching the value of unity as early as possible can form a character of tolerance that will always be embedded in the souls of students.

Keywords: Unity Values, Diversity, Elementary School



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INTRODUCTION

Indonesia is a country with thousands of differences, both in terms of differences in customs, socio-culture, race, beliefs, languages and so on, all of which are spread from Sabang to Merauke. In these differences, Indonesian people are required to respect each other, inseparable from At the elementary school level, all of them must be taught to recognize and respect all differences. Likewise, the statement (Nisa, 2021) in the third Pancasila value reflects the value of the unity of the Indonesian nation as one and complete. Here, citizenship education plays an important role in forming the character of tolerance and mutual respect between fellow Indonesian citizens, especially at the elementary school level, because at the basic level, character formation is still very easy to form. This is in line with Rahayu's opinion in Anggraeni, which reveals that Citizenship Education is an important lesson, so it is mandatory for an educator to convey or provide Citizenship Education lessons at all levels of education. Citizenship Education subjects are subjects that aim to shape the attitudes and character of students to become good citizens (Anggraeni, 2021).

Mulyasa in his book (Majid, 2012:93) (Mulyasa, 2012) explains that implementation is a process of applying ideas, concepts, policies or innovations in practical action. School is a place to gain knowledge, both social sciences, religion and knowledge about the natural environment. In this case, the discussion about the value of unity in diversity in schools focuses more on cultivating good character in students. Based on the opinion of Djamarah (2011), education is a place for planting the seeds of culture in society (Djamarah, 2011). This statement strengthens the view that in the school environment there are already diverse cultures between

communities, the habits of students can also be examples of different cultures. According to (AL-Farisi.L.S, 2020) The form of implementation of the 3rd principle of unity and unity is the existence of various ethnic groups, religions and regional differences that become one whole without being divided to achieve a national life that is free and sovereign and promotes prosperity. general and educate the life of the nation.

An attitude of tolerance needs to be upheld in responding to all differences that exist in society, because Indonesia cannot possibly be separated from what is called diversity, students must instill the values of tolerance and mutual respect as early as possible so that in the future they can follow the development of globalization which is more global with all its diversity. which is further away. The problem of differences in elementary schools has become a subject of study that has never been thoroughly researched. This is the basis that education at the elementary school level is a benchmark for the success of each generation.

RESEARCH METHODS

This research uses a qualitative method where the results are obtained from an analysis of existing data obtained from journals, books and articles related to PKN learning in elementary schools. Qualitative research is research that uses natural settings to interpret events and utilizes various existing methods (Sugiyono, 2017). We collect data from various sources that have been previously analyzed by experts, and draw conclusions from the discussions we analyze.

RESEARCH RESULTS AND DISCUSSION

The country of Indonesia, which consists of an archipelago spread from Sabang to Merauka, of course has a lot of diversity between ethnic groups, including religious diversity, social culture, customs, habits, regional languages and so on, but above all, Indonesia remains under one umbrella. namely the NKRI (Unitary State of the Republic of Indonesia) whose validity and founding of the Indonesian state cannot be contested based on the aim of prioritizing the entire Indonesian nation (Hanafi, 2018), from this statement it assumes that the Indonesian state was founded not on personal or group interests, but is a republican state. Indonesia was founded on the basis of all Indonesian people, therefore the value of unity within the Indonesian state must be taught as early as possible to students. In the face of existing diversity, Indonesian society is of course different, there are those who value tolerance, there are also those who are orthodox, who always view what they do from their ancestral culture as correct and consider some people who are different from them with foreign views. This allows a split to occur within the Republic of Indonesia. The value of the unity of the Indonesian nation is based on the divine value of people's humanity and social justice (Chairiyah, 2018), from this principle it is not wrong if the teaching of the value of unity in the 3rd principle must be taught as early as possible to elementary school students, so that they understand and understand the meaning of the 3rd principle which reads "Indonesian Unity".

The role of educators in determining the future of the nation's successors is very important, in this case educators must be able to teach and provide examples of the application of the value of unity in diversity in elementary schools, including: Respect any differences of opinion between friends; Respect each other's beliefs which may differ between friends, educators and other school members; Love fellow friends and respect teachers; Maintain togetherness between friends even though they have different interests; Mutual respect for different cultures or customs between community members. From the example of implementing the value of unity in diversity in elementary schools, it is very beneficial for the development of students' character in the future in responding to existing differences, because with the habituation carried out at school, students will understand, understand, apply and

become equipped in their life in society. Later. Apart from that, according to (AL-Farisi.L.S, 2020) the form of implementation of the 3rd principle of oneness and unity is the existence of various ethnic groups, religions and regional differences that become one whole without being divided to achieve a national life that is free and sovereign. promote general welfare and enrich the nation's life.

From this statement it is known that, the form of implementation of the 3rd principle which reads "Indonesian Unity" is not just about mutual respect and upholding a sense of tolerance for the sake of the unity and integrity of the Republic of Indonesia, more than that there is another meaning contained, namely building and forming the character of students. as early as possible so that they can maintain the unity and unity of the Indonesian state in the midst of the chaos of all perceptions and differences of thought between fellow Indonesian citizens which can damage and divide the Indonesian nation. With the existence of Pancasila and the values contained in it, it is hoped that the Indonesian people can develop all the potential that is increasingly being influenced by the flow of globalization while still adhering to the values contained in Pancasila. The first thing that must be taught to students to implement the value of unity in diversity in schools is a sense of tolerance between the school community, as well as the family and community environment around the students. It cannot be avoided that whenever and wherever differences in any form can occur, either intentionally or unintentionally, both due to internal and external factors. By teaching tolerance, students can interpret differences correctly. According to (Khairiyah, 2018, p. 97-98) in his book he argues that in order for the unity and integrity of the Indonesian nation to be realized, there must be a sense of tolerance among every citizen in Indonesia.

CONCLUSION

As an educator who is the spearhead of the future success of the nation's future. We must teach what we can apply in everyday life to make it more relatable to students. Especially on the value of unity between citizens, so that the Indonesian people are not easily divided by all the divisions created by irresponsible people, make Indonesia remain Indonesia even with all kinds of diversity spread between Sabang to Merauke, continue to maintain the unity of Indonesia in frame of the Republic of Indonesia surrounded by Bhinneka Tunggal Ika.

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