

POCKET BOOK CONTAINING THE VALUES OF LOVE AND TOLERANCE FOR GRADE 2 ELEMENTARY SCHOOL STUDENTS

Dewi Puspitasari, Muhammad Wahyu Juliandhika, Lia Amelia, Fauzan Nazarudin,
Auliya Aenul Hayati^{*}
Universitas Swadaya Gunung Jati, Indonesia

*Corresponding author: ugj.auliya@gmail.com

Abstract

This study aims to develop and evaluate the effectiveness of a pocket book as a learning medium for instilling the values of tolerance and compassion among second-grade elementary students. A mixed methods approach with an embedded concurrent design was employed, combining quantitative questionnaires with qualitative interviews and classroom observations. The research involved 12 students, 20 parents, and 1 teacher from SD Negeri Pulasaren 2, Cirebon. Questionnaire results indicated that students' understanding and attitudes toward tolerance and compassion were at a moderately strong level, with scores of 41% and 42%, respectively. The use of narrative, visual, and contextual strategies in the pocket book was proven to enhance emotional engagement and value internalization. Furthermore, the active involvement of teachers and parents strengthened the consistent practice of these values in daily life. The study concludes that the pocket book serves as an effective and transformative character education tool for early learners. Integration into the Pancasila Student Profile Strengthening Project (P5) and collaboration with learning communities are recommended for broader impact. Future research should include more diverse school settings and longer implementation periods to assess the medium- to long-term effects on students' character development.

Keywords: Population development, the degree of urbanization, economic evolution, land use modifications, smart growth, Kano Metropolitan

INTRODUCTION

Character education at the primary school level is an important foundation for forming a generation that is able to live in harmony in a pluralistic Indonesian society (Safitri & Nugroho, 2021). Values such as tolerance and love need to be instilled from an early age, not only understood theoretically, but also realized in real daily actions (Nursakinah et al., 2022). Even so, a number of studies show that intolerant behavior, low empathy, and social conflicts are still found in elementary school environments, indicating that conventional character education methods have not had the maximum impact (Khoirunnisa, 2022).

Various approaches have been tried to strengthen character education, one of which is the Living Values Education (LVE) approach which focuses on learning values contextually and based on real experiences (Elfert, 2015; Komalasari & Saripudin, 2020). However, learning media that specifically combines the values of tolerance and love in a fun and integrated form are still rarely developed.

The involvement of teachers and parents plays an important role in the process of internalizing values in students, and the synergy between school and family is the key to the success of character education. However, most studies still focus on cognitive aspects and have not evaluated the effectiveness of LVE-based media as a whole, especially in instilling the values of tolerance and love.

This suggests a research gap to develop LVE-based learning media that not only conveys values cognitively, but also encourages active involvement of all parties. This article responds to this need by designing and testing the effectiveness of a simple, contextualized, and fun LVE-based pocket book for grade 2 elementary school students.

This study aims to assess the extent to which the pocket book is effective in instilling the values of tolerance and love through a contextual approach that involves teachers and the learning environment. This book is expected to be a transformative alternative in the implementation of character education in elementary schools.

METHODS

Approach and Type of Research

This research used a mixed methods approach, with a concurrent embedded model. The quantitative approach was used to evaluate the questionnaire results and media effectiveness, while the qualitative approach was used to understand more deeply the meaning of tolerance and love values by students, teachers, and parents through interviews and observations.

Subjects and Samples

In this analysis, the subjects and participants included; 1) 12 students of grade 2 of Pulasaren 2 State Elementary School, Cirebon City; 2) 20 parents/guardians of students; 3) 1 grade 2 teacher as the main informant. The research was conducted on May 17, 2025.

Data Collection Techniques

Data collection techniques in this study include:

1. Closed Questionnaire (Quantitative): Given to students and parents to measure understanding and attitudes towards the value of tolerance and love using a Likert Scale of 1-4.
2. Structured and Semi-Structured Interviews (Qualitative): Structured and semi-structured interviews with teachers and parents to explore their views and experiences in implementing values through pocket books.
3. Observation: To record learners' behavior during learning, especially in the context of using the pocket book.
4. Documentation: Includes records of learning activities and learners' work.

Research Instruments

This study used three types of instruments. Likert scale questionnaires were given to learners and parents to measure understanding and behavior related to the value of tolerance and love. Interview guidelines were used to explore teachers' views in depth. Meanwhile, the observation sheet was used to record learners' activities and behavior during the learning process.

Data Analysis Technique

Quantitative Analysis

The results of questionnaire data were analyzed using descriptive statistical methods applying frequency distribution, percentage and average score. To show the pattern of responses of learners and parents/guardians.

Quantitative analysis is done by calculating the total score of each indicator from the questionnaire using the percentage formula as follows:

$$\text{Persentase} = \left(\frac{\text{Skor aktual}}{\text{Skor maksimum}} \right)$$

The maximum score is calculated based on the number of items multiplied by the highest value in the Likert scale (i.e. 4). The percentage results were then categorized to interpret the level of understanding and attitude of the learners. The categories used are as follows:

- a) 0%–25% = Very Low
- b) 26%–40% = Low
- c) 41%–60% = Moderately Strong
- d) 61%–80% = Strong
- e) 81%–100% = Very Strong

RESULTS AND DISCUSSION

Overview of the Pocketbook and its Implementation

The tolerance and love pocket book for grade 2 students was developed based on 8 Living Values Education (LVE) values with narrative, visual, and reflective approaches. Media such as illustrated stories and contextual illustrations have proven effective in improving students' understanding of moral values from an early age (Suryaningrum, 2023)(Darusman, 2024).

At SDN Pulasaren 2, pocket books are used in active learning, encouraging students to think critically through reflection and discussion relevant to their lives (Alza et al., 2023)(Retmana, 2022). The teacher acts as a facilitator of value experienced in real life. Technology integration also strengthens emotional engagement and social care (Utami & Muqowim, 2020).

Students' Perception and Understanding of the Value of Tolerance and Compassion

The pocket book Understanding Differences, Building Love is designed to instill the value of tolerance and love through narratives, illustrations, and reflective activities. This is supported in the indicator table as follows:

Indikator A	Jumlah Item	Skor	F	Jumlah Skor Rata-Rata	Persen
Kepuasan Terhadap Cinta Kasih	5	SS (4)	39	156	
		S (3)	11	33	
		CS (2)	4	8	
		TS (1)	6	6	
Jumlah			60	203	
Skor Maksimal				480	
Presentase Rata-Rata				42%	
Kriteria				Cukup Kuat	

Indikator B	Jumlah Item	Skor	F	Jumlah Skor Rata-Rata	Persentase
Kepuasan Terhadap Toleransi	5	SS (4)	38	152	77%
		S (3)	9	27	14%
		CS (2)	5	10	5%
		TS (1)	8	8	4%
			60	197	100%
Jumlah					
Skor Maksimal				480	
Presentase Rata-Rata				41%	
Kriteria				Cukup Kuat	

Table of Indicators of Love and Tolerance Values

The questionnaire results show that students' understanding of the value of love is 42% and tolerance is 41%, both in the "strong enough" category. Continuous evaluation is very important, given the diversity of Indonesian culture. This book is believed to be able to form an inclusive generation that appreciates differences (Permana, 2021). Thus, the use of innovative learning strategies and methods is considered important to maintain the relevance of the material, especially in the context of a global and multicultural society.

Non-formal education plays a crucial role in supporting children's growth and development rights, demonstrated in the context of formal education through pocket books designed for learners. According to research (Nugraheni & Alfarizki, 2022)(Saparina et al., 2022)(Ulfah et al., 2022) Non-formal education also plays a role in supporting the fulfillment of children's growth and development rights through creative and contextual approaches. In line with (Ariany et al., 2023) reveals that the fulfillment of children's rights to basic education should consider innovative and relevant aspects of learning. Therefore, optimizing non-formal education as a support for children's growth and development rights needs to be done with more detailed arrangements so as to encourage parents not only to focus on children's obligations to get formal education because both are equally important.

This finding confirms that pocket books are not just teaching media, but also a means of shaping the character of compassion and tolerance (Apriliani et al., 2024) (Mufliva & Permana, 2024) . Therefore, the development of this pocket book is considered very relevant and important in forming a generation with positive character and respect for diversity.

Parental Support for the Cultivation of Loving and Tolerant Values

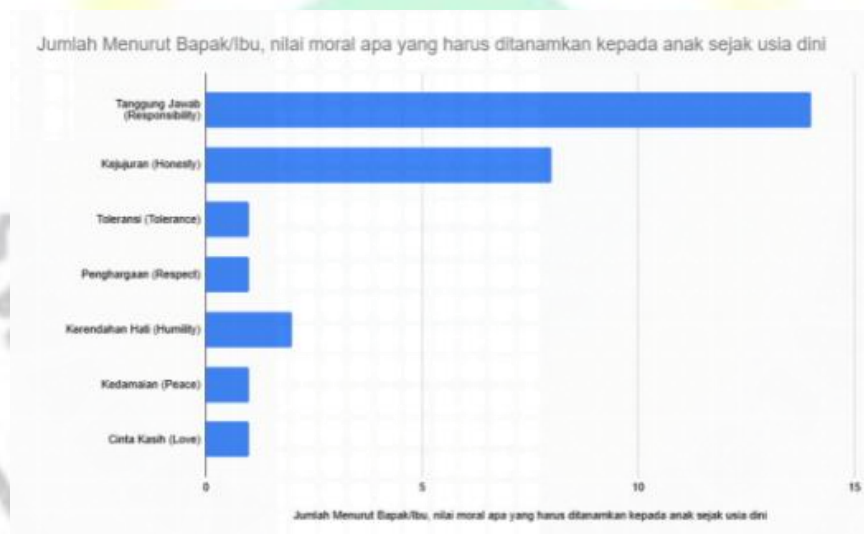


Figure 2: Parents' graph on moral values that should be instilled in children from an early age

The success of value education does not only depend on the school environment, but is also determined by the role of the home as a second learning space. Active parental support allows values such as tolerance and compassion to be instilled consistently. As parental involvement is crucial in strengthening the synergy between school, family and community (Wahyu Nugroho, 2022). This shows that the role of parents is a key factor in shaping children's character, especially in strengthening moral and social values.

Studies show that collaboration between schools and parents plays a key role in fostering a culture of tolerance and compassion in children. Character building efforts will not be fully successful if they only rely on education at school without balanced support in the family

environment (Rohmawati et al., 2023). Therefore, a strong partnership between educators and parents is essential so that moral values can develop consistently throughout the child's growth.

In Indonesian education, parents and educators are required to continue to innovate through approaches that involve social participation and community collaboration, in order to realize the national goal of building a tolerant and compassionate generation. Education should not only focus on academic aspects, but also instill character and morals as a provision for children's lives (Gogahu & Wijayaningsih, 2023)(Hutagalung & Ramadan, 2022). Therefore, there needs to be a joint commitment to instill the value of tolerance and compassion as the main foundation of children's education.

Teachers' Views on the Relevance and Effectiveness of the Pocket Guide

According to the theory of environment-based character education, learners' moral formation is influenced by routines, school values, and a consistently created social atmosphere. Character education combines several forms of activities such as habituation, unification and culture in the school environment has a positive influence on reducing moral decline in learners (Alanur et al., 2023)(Melia Anggraeni & Muhammad Mukhlis, 2023). Innovative learning methods show progress in learner outcomes and make it more interactive and interesting (R. D. Sari & Rakhmawati, 2023). The expansion of character education through pocket books is very effective for fostering awareness of tolerance in a multicultural environment (Ayu Oktavia & Atin Karjatin, 2021)(Gunawan, 2023)(Natalia et al., 2023)(Jirana et al., 2024). With the pocket book and the role of the teacher, it is hoped that students will respect diverse differences both in terms of religion and cultural background.

Synergy Between School, Family, and Media in Character Education

Character education is not enough in the classroom; it needs support from the home and social environment. The pocket book serves as a connecting medium that strengthens collaboration between teachers, students, and parents, and fosters empathy and tolerance (Mulyadi, Diah Sartika, Hasrian Rudi Setiawan, 2023).

In line with Vygotsky's theory, real experiences and social interactions accelerate value internalization. Narrative and reflective pocket books encourage active engagement and contextual understanding of values (Amelia et al., 2022) (Setiono, 2021). Project learning and local culture are also effective in shaping character relevant to students' lives (Wulan et al., 2024). Thus, experiential approaches and cross-environmental synergies are important strategies in deep and relevant character education.

However, this study has limitations: it only involved one class in one school with a short duration, so it is not representative of the wider condition. To reduce bias, triangulation of methods and validation of instruments were used. Further research is recommended with a larger scope and duration to evaluate the long-term impact.

Limitations and Implications

This study shows that pocket books have the potential to instill the value of tolerance and compassion in grade 2 students. However, the implementation was limited to one class and conducted in a short period of time, so it does not yet reflect the long-term impact as a whole.

The limitations of a homogeneous sample and limited duration are the main challenges in generalizing the findings. Nevertheless, the use of triangulation of methods (questionnaires, interviews, observations) and validation by experts have been done to maintain data reliability.

In line with previous findings (FAUZIAH et al., 2019) (Novianty et al., 2017) further research is needed with a quasi-experimental design, wider coverage, and longer implementation duration to assess the effectiveness of the media in a sustainable manner.

Value integration in learning media is proven to increase student understanding and interest (U. P. Sari et al., 2024) However, social environmental factors and family involvement remain key in supporting the success of character education (Izazi Husna Jufri et al., 2023). Thus, cross-party collaboration needs to be strengthened in the development of similar programs in the future.

CONCLUSION

The development of a pocket book of tolerance and love values for grade 2 elementary school students makes a positive contribution in supporting character education from an early age. This media effectively bridges the understanding of values through narrative, visual, and reflective approaches. The questionnaire results show that students' understanding of the values of tolerance (41%) and love (42%) is in the "strong enough" category, although it still requires further strengthening.

The benefits of the pocket book were felt by students, teachers and parents. Teachers consider this book relevant for learning in the lower grades, while parents support its use at home. The synergy between school and family is the key to the sustainability of value cultivation in children's daily lives.

Practical Recommendations

This pocket book is recommended to be integrated in the activities of the Pancasila Student Profile Strengthening Project (P5), especially the themes of "Global Diversity" and "Gotong Royong". This project can expand the application of values through concrete activities. It is also suggested to increase collaboration between school and home through parenting forums or regular value discussions.

Suggestions

Further research is recommended using a wider range of schools and diverse cultural backgrounds, as well as a long-term quasi-experiment design. A more systematic evaluation will strengthen the validity of the pocket book as a value learning model that can be replicated in various basic education contexts in Indonesia.

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