

The Pluralism Values Inculcation in Students Through Social Science Education at Junior High School

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DOI: <https://doi.org/10.52403/ijrr.20230569>

ABSTRACT

Character is an attitude-behavior that must be owned by all students. The plurality of social conditions must be addressed appropriately. Students have to be educated to have pluralistic attitude-behavior in order to live in harmony among society. This research has a purpose to analyze the construction, pluralism attitude-behavior, and the teacher's efforts to instill the pluralism attitude-behavior. The research methods used is qualitative approach to phenomenological research. The data analysis technique used is descriptive qualitative analysis. The study results show that students' understanding of pluralism is good. Students already understand the meaning of pluralism and the attitudes that must be possessed in dealing with pluralism. Student attitudes related to pluralism are good. Students already have an attitude of tolerance, mutual respect, mutual trust in others. Students are able to behave tolerantly in conditions of pluralism. Students are able to control themselves regarding the differences that exist around the school environment. In addition, the attitudes and behavior of students towards the condition of pluralism have also shown attitudes and behavior of tolerance that respect each other. Efforts that teachers conduct to instill pluralism attitude-behavior are through learning both by example and habituation.

Keywords: Pluralism, Tolerance, Social Science Education

INTRODUCTION

Character education is the most crucial thing in the world of education (Lattu, 2021). This education is the pillar that determines whether education can be useful or even disastrous for humanity (Munawwaroh, 2019). Character is the foundation of soft skills which actually further supports a person's level of success in life (Saputro, 2022). Great technical ability without good character is useless.

Whether teacher is the person in charge of helping students to gain knowledge so that students can develop their potential (Mulyasa, 2022). Social Sciences (IPS) is a subject that studies social life whose studies integrate the fields of social sciences and humanities (Hamzah, 2016). IPS also serves to develop social skills and intellectual skills. Then develop students' attention to life in society and society (Sardiman, 2017).

Masrukhi, et al (2018) stated that professional teachers are one of the keys to determining the success of learning. In this regard, teachers must have various competencies ranging from professional competence, pedagogical competence, social competence, and personality competence; to become a professional teacher

An overview of the relationship between subjects and values that can be developed for character education (Suriadi et al., 2021). In social studies subjects at the junior high school level, namely religion, honesty,

tolerance, discipline, hard work, creative, independent, curiosity, patriotism, respect for achievement, friendship, love to read, social care and care of environment (Sobirin and Syafi'i, 2020).

Traditions in social studies learning include; IPS as citizenship transmission or cultural inheritance means IPS as a means to pass on values that have previously developed in society to the next generation (Triana et al., 2023). The second tradition is IPS as a reflective inquiry, which aims to enable students to think critically and systematically about social problems (Putri, 2022). The last is social studies as social science or in other words social studies learning as the formation of good citizens.

The role of social studies education is a solution to direct and build students' attitudes of mutual respect, tolerance, mutual cooperation, responsibility in interacting effectively with the social and natural environment within reach of association and existence, resulting in students' pluralism attitudes (Ahdar et al., 2022). Pluralism is an attitude of acknowledging, appreciating, and tolerant of diversity or pluralism (Napitu, 2022). Social studies education is a learning activity that emphasizes the active role of students in building understanding and giving meaning to the information and events experienced (Itaanis & Azizah, 2022).

Lack of self-confidence also makes them alienated from society so that they become easy targets for victims of bullying (Mahendra, 2022). On the other hand, students who have high social and economic capital will also affect their level of self-confidence, so it is not uncommon for this to be used as a tool of strength for them to dominate their peers who are still below them socially and economically. From there the social studies teacher's role is felt to be very important in instilling the values of pluralism in students.

LITERATURE REVIEW

Pluralism is a framework in which there is interaction of several groups showing mutual respect and tolerance for one another. They

live together (coexistence) and produce results without assimilation conflicts. Pluralism is arguably one of the most important characteristics of modern societies and social groups, and is perhaps the main driver of progress in scientific, societal and economic development.

Pluralism in the social field assumes that society is composed of various groups that are relatively independent, and organizations that represent different fields of work, where each group and organization have values that can make an equally important contribution to society.

Instilling the value of pluralism according to Salim (2016) must be done in children. Children must understand differences as a necessity. Differences in ethnicity, language, and skin color are a necessity that cannot be chosen or ordered by someone. According to Salim (2016) there are several methods that can be used to instill character values in students, namely as follows.

1. Exemplary Method

Exemplary in education is an effective way of preparing children to form personality values. This is because educators are role models in the eyes of students and are good examples. Students will imitate both in their morals, words, actions and will always be embedded in students. Psychologically a learner likes to imitate, not only good things but also imitate bad things.

Teachers/parents should be figures that can be emulated in the behavior of their students/children. By nature, humans are imitating creatures or like to do the same thing to something they see. Especially children, they will always and very easily imitate something new and they have never known, whether it's the behavior or words of other people.

2. Habituation Method

Habituation is something that is deliberately conducted repeatedly so that something can become a habit. This method of habituation is based on experience. With habituation, it will encourage and provide space for

students in theory that requires direct application, so that the theory can become easier to understand because it is often implemented repeatedly.

3. Comprehension Method

The teacher must be able to give an understanding to children in language that is easy to understand why there are differences in celebrations in the religion adhered to by their friends. Give explanations according to what has been taught in religion so as not to cause misunderstandings for the child. The teacher must also be able to give an understanding of differences to children without vilifying other religions. As revealed by Umi Sumbulah, understanding the essence of the teachings of other religions is relevant and very meaningful, to build and create religious tolerance and harmony that refers to teachings that are human in nature, brotherly affection among people.

4. Monitoring Method

Parents should supervise children's activities in everyday life. So that parents know whether the child has behaved well towards others or not. This supervision focuses on when children interact with non-Muslims whether they are able to respect what has been taught or not, if not, parents must set a good example so that the child wants to emulate others in respecting others.

Supervision is essentially a substitute for evaluation. By supervising, the parents will know the development and at the same time the results of education and teaching that children get both at school and at home. In this case, the parents also have to exercise wise supervision.

MATERIALS & METHODS

This research is a qualitative research. Qualitative research according to Bogdan & Taylor is a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior. This approach is directed at the background and the individual concerned in

a holistic or complete manner (Moleong, 2021).

This research is a qualitative research with a phenomenological perspective. Phenomenological studies are perspectives that focus on individual experiences and interpretations of the world. Phenomenology is also interpreted as a method of searching for psychological meanings that form symptoms through investigation and analysis of phenomena experienced by informants (Arikunto, 2018). The informants in the study were determined by using a purposive sampling method. This method was used because the informants were selected on the basis of certain considerations according to the criteria for answering the research problem formulation (Sugiyono, 2019). The main informants in this study were 6 social studies teachers, namely Hesti, Sri Suharti, Khusnul Khotimah, Rus Ivana, Ani, and Susida. Informants originating from students before being made as informants, prior observations were carried out to find out pluralism attitudes from several indicators, namely tolerance, mutual trust, mutual respect, independence, appreciation. Students who have 4 attitudes appear in the observation are included in the high category, students who have 3 attitudes appear are included in the medium category. Observed students who appear less than 2 are included in the low category. Based on the observation results, 6 students were obtained from each school, 2 of which were included in the high category, 2 medium categories, and 2 low categories. The number of schools that became the object of this study were 3 schools so that a total of 18 students were obtained from informants. The informants were detailed as 6 students from SMP N 1 Comal, 6 students from SMP N 1 Kajen, and 6 students from SMP N 1 Petarukan.

Data analysis was carried out with the aim that the data obtained would be more meaningful. Data analysis in qualitative research is a process of simplifying data into a form that is easier to read and interpret. From this view, qualitative research processes research data from data reduction,

data presentation to drawing conclusions or verification (Moleong, 2021).

RESULT

The results of the study show that most students understand that humans actually live above differences, and it is these differences that allow humans to learn about how in life we must prioritize respect, tolerance, mutual need for one another. That's how humans are created as social beings. They are aware that Indonesia as a multicultural country has many different ethnicities, religions, cultures and languages. This result can be found out from several answers of students in the result of interviews conducted by the researcher.

Based on the results of interviews with several students about pluralism, the following results are obtained.

"Pluralism is a condition of religious diversity that surrounds us, such as there are students who are Muslim, Christian, Catholic, Hindu and Buddhist." (Interview with subject AF).

"Pluralism is the diversity of ethnicities, races and religions that exist in Indonesia as an archipelago country" (Interview with subject DG).

"Pluralism is the diversity that surrounds us. This diversity can be due to skin color, differences in opinion, differences in religion, ethnicity, race, and differences in perspectives at school" (interview with subject TG).

Based on the results of interviews with the 3 subjects above regarding pluralism, it can be concluded that pluralism according to junior high school students is a condition of diversity that exists around the community, one of which is at school. This bound to happen and cannot be avoided because the social conditions of Indonesian society are indeed different. The forms of these differences do not only include religion, ethnicity, culture, and language, but they also view differences from ways of thinking that lead to differences of opinion that they find in the school environment both in the learning process and in association with friends at school. In addition, differences in

skin color are also conveyed, which means students are able to construct the meaning of pluralism more broadly.

The values of pluralism must be understood by students as provisions to respond to the conditions of pluralism that exist in the school environment. This has also been conducted by many students in their association at school. Indirectly it is also evidence that students can construct the values of pluralism well through the attitudes that are carried out with their friends in interactions both at school and in their interactions in society.

Based on the results of the interviews, it shows that the values that students must have in order to understand social pluralism in schools can be proven as follows.

"Students must have a sense of tolerance towards other friends" (interview with subject TW).

"In my opinion, in order for students to be able to properly respond to the condition of pluralism, they must have the value of tolerance and mutual respect for other people. We have to appreciate friends who are different from us" (interview with subject AB).

"The value that students must have because of the diversity in schools is mutual respect for one another when there are differences in any case" (interview with subject HA).

Based on the results of the interview above regarding the values of pluralism that must be possessed by students in the school environment among others are tolerance and mutual respect for differences. According to students, tolerance and mutual respect are important values to address the condition of pluralism. Students must respect each other when there are differences with others so that conflicts do not occur. Appreciating is our form of tolerance in dealing with existing differences.

The value of pluralism that students must understand as forming pluralism is to trust other people. Trust is one proof that someone can respect others. Because by believing it means we can accept the differences that exist within us with other people we trust.

From the results of interviews with students about the attitude of trust, the following is obtained.

"believing is that we accept other people's choices when making decisions" (interview with subject FA).

"believing is accepting other people's decisions that are not our opinion" (interview with subject KA).

"believing in others is the assumption that other people's opinions are the best even though they are different from ours." (interview with subject AH).

The value of trusting other people according to students is the condition of students when they accept a friend's decision who disagrees with their opinion and thinks it is better than their opinion. This value will make students willing to accept the shortcomings or weaknesses of the opinions they have, especially during discussions. In addition, students can certainly be able to hold back their ego to re-think that not everything they think is right is true for others, and not everything they think is good is good for others or vice versa. Students who have a sense of trust will willingly accept decisions and take action on the basis of their friends' opinions. Because according to his/her friend's opinion that was the best in the conditions that were needed at that time

Tolerance is an attitude and action that respects differences in religion, ethnicity, ethnicity, opinions, attitudes and actions of other people who are different from themselves. Tolerance is the granting of freedom to fellow human beings or to fellow citizens to practice their beliefs, regulate their lives and determine their own destiny, as long as carrying out and determining their attitude does not violate and does not conflict with the conditions for creating order and peace in society.

The results of interviews with one of the behavioral evidences that shows tolerance obtained the following results.

"When there are group studies in Sunday, but due to there are friends who are Christians, the study time is done after coming home from church" (interview with subject AB).

"When my friends mock me because my skin color is darker than others, I respond jokingly and don't get angry" (interview with subject GT).

"During the group discussion it turned out that my opinion was not accepted and the one chosen were the opinion of a friend, so I accepted it gracefully and did not get angry. I still accept the decisions of the group even though my opinion is actually better than theirs" (interview with subject AF).

Based on the results of the interviews, it is found that students have behaviors that show tolerance towards differences in their surroundings. Students are able to accept differences and still behave tolerantly. Students do not impose their will when there are differences of opinion but rather accept these differences graciously so that an attitude of tolerance becomes the basis for social behavior.

Management of learning is one of the abilities that must be possessed in educating and teaching material to students. This management is important because it can shape the character of students in the future. The results of interviews about the management of learning conducted by the teacher obtained the following information.

"When a teacher is teaching in class, he/she shall give all students the same opportunity without discriminating as when giving questions, giving the opportunity to come forward, answer questions, and so on. There is no distinction and always equal and fair" (Interview with subject GH).

"In classroom teaching and learning activity, teacher must conduct fairly. Teacher sets an example to respect the diversity of students so they don't pick and choose during the teaching and learning process. All students, the children of the rich and the poor, are always considered as equal" (Interview with subject TG).

"The diversity of students in the class is managed by the teacher well. There are students in the class who are non-Muslim but are still given the same rules. This makes students have to imitate the teacher's

behavior, especially in non-discriminate education” (Interview with subject AK).

Based on the research results it is found that in applying tolerance, the teacher sets an example both inside and outside the learning activities. In learning activities, the teacher also does not discriminate between students from one another. The teacher provides the same service to all students for learning, students who behave well will be appreciated by the teacher, this will trigger other children to behave better because the teacher will like them. In addition, the teacher also appreciates the differences in the abilities of his students. This is one example of tolerance for student abilities.

In addition, the teacher helps students who still have difficulties in doing assignments, and also gives appreciation for the achievements achieved by students. This role modeling is conducted by the teacher so that students imitate good deeds related to tolerance. Meanwhile outside the classroom, the teacher sets an example of tolerance by getting used to living in harmony with teachers and other school members.

"Teachers when teaching the lessons always advise to respect each other for differences of opinion or differences of thought anywhere. The teacher gave an example that if there are not being able to respect each other's differences, it would cause chaos” (Interview with subject GH).

"Advising at the end of each lesson is a characteristic of Social Studies teachers that must be conveyed. In addition to concluding the subject matter, the teacher also advises student behavior. This behavior applies everywhere, not only at school but also at home” (Interview with subject AK).

“One of the teacher's duties is to advise students to behave well. Every learning student who is still in the category of seeking identity needs a lot of advice not to hang out with the wrong people” (Interview with GH). The conveyance of words carried out by the teacher must be conducted repeatedly. Influential advice opens its way into the soul directly through feelings. Indeed, early childhood should always be advised in a

gentle way so that children more easily accept the advice and calls that are conveyed to them. Giving advice should always make an impression on students' hearts because in essence students will remember what touches their heart and when the advice given touches their heart, that's where learning begins. Deep relationships and not transactional is the hallmark of a quality school.

DISCUSSION

Knowledge and understanding of diversity and plurality are the main things that must be possessed by all people who live in a multicultural environment. The community must acknowledge this so that they can be careful in their speech and behavior so as not to mention the issue of plurality which is a very sensitive issue and can cause conflict. An understanding of plurality can help people to live side by side in peace and harmony with other people of different ethnicities and religions. Understanding and knowledge regarding plurality should be known by all ages including children. Knowledge and understanding of plurality can be taught to children through education in schools. Learning activities in schools can help children gain knowledge and understanding of plurality.

Junior High School students already have general knowledge about plurality and multiculturalism in Indonesia. Students know the cultural differences that exist in Indonesia. By this knowledge, students can get to know people who have cultural differences with them. This is the first step for students to be friends with people who are different from them. Having knowledge about plurality and multiculturalism will gradually draw students' attention to problems or conflicts related to plurality. After that, it is intended that students will be sensitive to problems or conflicts related to plurality and start thinking of solutions or ideas that can stop plurality conflicts that have been happening in Indonesia so far.

The phenomenon of plurality conflicts occurred in Indonesia is still a lot. Preferably, it is started to be discussed through the

dialogue of cultural differences that exist in society. This dialogue aims to provide an understanding of how God provides a way or solution for the diversity that exists in the world. Each culture has its own characteristics and its existence must be respected without distinguishing one from another.

The plurality understanding, especially social differences that exist in society, must be owned by every individual. In accordance with Sobur's opinion (2013) that each individual has a different way of responding to a social object and is carried out repeatedly with the same activity. This means that each individual in addressing social differences that exist in society has different approach according to the attitude that each has. It must be understood by students so that when there are differences in attitudes towards social objects, they can respect each other for these differences.

Human understanding which is considered relative requires procedures that must be mutually agreed upon so that there are no misunderstandings, misinterpreting and wrong thought about pluralism itself. Ridwan called these procedures "absolutism of context". The meaning of this context-absolutism is that one's understanding and interpretation will continue to evolve and will create opportunities for re-discovery, re-examination insofar as this is mutually agreed upon at certain moments. Relativism contains truths that still have the possibility of being corrected, so the statement mentioned above is certainly not absolute or will change at any time (not absolute) because it is constantly being tested and reviewed.

Tolerance between human beings must be possessed by every individual in social life. However, what often happens is that there are truth claims or assume that their views are the most correct. Truth claims to a person will make him/her feel that he/she is the most righteous, so that this creates an opinion or understanding that other people are not true (negative). In the context of pluralistic attitudes, recognition of other people is very

important, be it for a group, ethnicity, religion, culture, language and others in a plural and religious society.

The attitude of absolutism in pluralism when dealing with other people must be dismantled, subdued and replaced with not being absolute based on one's point of view. In other words, what someone believes is not necessarily the same as someone else's. For example, the truth that is believed is not necessarily the same as other people who are different from myself.

The second requirement is the existence of relativism in understanding, interpretation, and articulation of other people. Everyone has the right to understanding, interpretation and even interpreting what he believes. With this kind of thing, a person's view is of course relative according to what he believes is true as far as positive things are concerned. If such views are only personal and not based on community perceptions, local conditions and also the culture of a group will certainly lead to incompatibility or incongruity. Therefore, pluralism must emphasize that every problem, issue, case and solution even to "truth" must be determined together so that there will be no disputes or misunderstandings between people. *Tolerare* comes from Latin which has three main meanings, namely (1) carrying, holding; (2) bear, endure, withhold, tolerate, let; and (3) preserve (with great difficulty), maintain in order to live, support.

Tolerance is considered as one of the basics in dealing with pluralism. It is conceivable, if there is no either tolerance nor mutual respect for one another then this plural society will be destroyed and cause conflicts that may be prolonged. How is it possible without tolerance for a society that has diversity in tribes, cultures, ethnicities and religions can live side by side without a tolerance that becomes a bond as a brotherhood.

Instill an attitude of tolerance through habituation is a process of learning to be tolerant. starting from learning, then becoming stronger, fixed and stable. Likewise, with the tolerance attitude that is accustomed to through routine activities.

Through these routine activities, students are accustomed to learning to be tolerant towards school members. Gradually the attitude of tolerance that is learned through routine activities will become stable within students, and finally it will be embedded within students' self and form stability.

Teachers must be smart in integrating between cognitive and affective indicators. If a material requires group discussion or debate activities, the teacher can include affective indicators that measure student tolerance in respecting and accepting the opinions of others. This is important because through the habit of appreciating and respecting these differences of opinion, students' tolerance will be formed gradually. The social studies teacher's efforts in values education cover 2 places namely the school environment and in the classroom. Also, the teacher must be good at conditioning the existing conditions, thus instilling student tolerance, such as respecting friends, respecting the opinions of friends, respecting teachers and not discriminating between friends.

Social studies education seeks to instill the quality of pluralist values in students so that they are able to build a habitat for behavioral attitudes in which voluntarily willing to accept, respect differences, build attitudes of tolerance towards differences that are pluralist and inclusive. An inclusive attitude is an attitude that accepts and is open to diversity. It is not the opposite attitude that actually closes itself (exclusiveness). This attitude is more open and accepts the difference itself. Inclusiveness is one of the basic attitudes to properly accept and respect these differences and make that diversity the foundation of great wealth. Therefore, an inclusive attitude is important to respect this diversity by not distinguishing between groups, races, ethnicities and religions. Being open to differences reflects an attitude that respects and acknowledges the differences themselves in order to create harmony and peace by living side by side without any suspicion and jealousy towards one another.

Whether it is good or not, the quality of student attitudes regarding plurality depends on the quality of good or bad values of the teacher in conveying or teaching students about plurality. If the teacher uses good methods and strategies according to the characteristics of the students being taught, students will also gain good knowledge and understanding of plurality. Otherwise, only some students have knowledge and understanding of plurality. Because not all students who come to school have the intention of really wanting to learn. Students who have the intention to study wherever they are, both at school and at home, these students will continue to study. Meanwhile, the students who are lazy only expect the knowledge given at school. For this reason, teachers must be good at conveying the education well so that the education can be accepted and used by students in their lives. Education in Indonesia so far has paid little attention to the problems that occur around students. So far, the educational process is only concerned with improving cognitive aspects, the curriculum is formed so that students become smart and intelligent. Students are formed to be ready and able to work so that education fails in the aspect of forming attitudes, personality, mentality and even creativity. There is a lot of evidence of failure in these aspects, many graduating college students are not working because vacancies are not available because they only expect to be able to work with other people without ever thinking about creating creativity that can open up job opportunities for others. Education lately has a tendency to be less successful, tends to fail in helping students to be able to create new things and has failed to make students think outside the ordinary.

CONCLUSION

Based on the results above, the conclusions in this study can be formulated as follows.

1. According to the empirical phenomenon, students who have received social studies learning are led, guided, and directed by education, namely the teacher shows that

students have been able to acknowledge, understand, and have to construct the values of social pluralism in the school environment. In the social life of a society that promotes harmony, togetherness, absolutely cannot be separated from the presence of moral goodness values, tolerance values, mutual respect values, and mutual trust in one another in social plurality.

2. Students' attitudes and behavior regarding pluralism have shown to implement students' understanding of pluralism values in the affective-psychomotor domain of attitudes, behavior, and concrete actions in life. Students are able to behave and act tolerantly in conditions of pluralism. Students are able to control themselves about the differences that exist around the school environment. In addition, the attitudes and behavior of students towards the condition of pluralism have also shown attitudes and behavior of tolerance that respect each other.
3. The teacher's efforts in instilling the values of pluralism in students are by providing examples directly and through the social studies learning material itself. By example, the teacher provides direct examples every day of the values of pluralism in attitudes and behavior in life regarding ways and practices of tolerance when teaching in the classroom and when interacting outside the classroom. The way the teacher goes through the material is that the teacher incorporates the values of pluralism in depth and detail into learning so that students can understand and understand the meaning of pluralism properly and correctly.

Declaration by Authors

Acknowledgement: None

Source of Funding: None

Conflict of Interest: The authors declare no conflict of interest.

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How to cite this article: Intan Zakianingrum, Suyahmo, Hamdan Tri Atmaja. The pluralism values inculcation in students through social science education at junior high school. *International Journal of Research and Review*. 2023; 10(5): 592-601.
DOI: <https://doi.org/10.52403/ijrr.20230569>
