

Interactive Tolerance Education Based on Noble Cultural Values Among Fifth-Grade Students of SD Budi Luhur Cimahi

Ika Suhartati¹, Ameliana Puspita¹, Yora Hulafarosidin¹, My Sakila Nirmala¹, Silvia Padila Sari¹, Lulu Sapitri¹

¹STIKes Budi Luhur Cimahi, Indonesia

ABSTRACT

Indonesia's cultural, ethnic, religious, and linguistic diversity makes tolerance education relevant from an early age. This community service activity aimed to describe immediate changes in fifth-grade students' knowledge, attitudes, and self-reported behavior regarding tolerance based on noble cultural values. The program involved 25 students and used a pre-test, interactive material delivery, discussion and question-and-answer sessions, and a post-test. The proportion of students in the excellent category increased from 80% to 96% for knowledge, from 64% to 80% for attitude, and from 64% to 80% for self-reported behavior. No students were in the poor category before or after the activity. Because the evaluation used one group, an immediate post-test, and descriptive category comparisons without inferential testing, the findings indicate a short-term descriptive shift rather than proven effectiveness or sustained behavior change. Continued classroom reinforcement and follow-up evaluation are recommended.

Keywords: tolerance; noble cultural values; elementary school students; character education

Corresponding Author

Ika Suhartati

STIKes Budi Luhur Cimahi

ika.suhartati@gmail.com

INTRODUCTION

Indonesia is characterized by diversity in ethnicity, religion, race, culture, language, and social background. Tolerance education can help students understand differences and interact respectfully within diverse school communities (Aguvia & Sayekti, 2024; Taş & Minaz, 2019). In elementary education, character values are strengthened not only through explanation but also through repeated modeling, classroom interaction, and inclusive practices (Debora & Dwikristanto, 2024; Us'an & Suyadi, 2022).

Intolerant behavior in school settings may include mocking, excluding, or treating peers unfairly because of perceived differences. Such interactions can undermine students' sense of safety and participation. Teachers' multicultural competence and inclusive educational practices are therefore relevant to creating learning environments that respect diversity (Biantoro, 2021; Putri et al., 2024).

This community service activity focused on fifth-grade students aged 10-11 years and aimed to strengthen understanding of tolerance and noble cultural values through interactive education. Diversity can influence peer social interaction, making age-appropriate guidance important for helping students recognize respectful and non-discriminatory behavior (Nurhidayat et al., 2024; Nurlaili, 2025).

To achieve these objectives, this community service activity was carried out using an active learning method involving student participation, beginning with a pre-test, followed by material delivery through presentation media, discussion and question-and-answer sessions, and concluding with a post-test to evaluate changes in students' knowledge, attitudes, and behavior.

METHODS

This community service activity was carried out on Thursday, 30 April 2026, at SD Budi Luhur Cimahi, involving all 25 fifth-grade students as participants. The implementation used an educational counseling approach with an interactive method, in which the problem-solving strategy was applied directly to the target group. The activity was conducted in three stages. In the first stage, all students completed a pre-test to assess their level of knowledge, attitudes, and behavior related to tolerance and noble cultural values in daily life. In the second stage, material was delivered on the importance of knowledge, attitudes, and behavior related to tolerance, mutual respect among peers, respect for differences, and the application of noble cultural values at school and at home, accompanied by discussion and question-and-answer sessions. In the third stage, a post-test was administered to evaluate the improvement in students' knowledge, attitudes, and behavior regarding tolerance after receiving the counseling.

The program used a questionnaire covering knowledge, attitudes, and self-reported behavior related to tolerance and noble cultural values. Statements were rated on a four-point Likert scale (Strongly Agree = 4, Agree = 3, Disagree = 2, Strongly Disagree = 1), with reverse scoring for unfavorable statements. Scores were categorized as excellent, good, or poor and compared descriptively between pre-test and post-test. The available activity documentation did not report the number of items, category cut-offs, or psychometric testing; therefore, these categories are interpreted as program-specific indicators rather than standardized measures.

RESULTS AND DISCUSSION

This community service activity was attended by 25 fifth-grade students of SD Budi Luhur Cimahi. The characteristics of the students based on age and gender are presented in Table 1.

Table 1. Characteristics of SD Budi Luhur Students

Characteristic	Number	%
Age 10 years	12	48%
Age 11 years	13	52%
Female	11	44%
Male	14	56%

Table 1 shows that most students were 11 years old (52%) and male (56%). The results of students' knowledge, attitude, and behavior levels regarding tolerance before and after the counseling are presented in Tables 2, 3, and 4.

Table 2. Level of Tolerance Knowledge Among SD Budi Luhur Students

Category	Pre-test (n/%)	Post-test (n/%)
Excellent	20 (80%)	24 (96%)
Good	5 (20%)	1 (4%)
Poor	0 (0%)	0 (0%)

For knowledge, the proportion of students in the excellent category increased from 20 of 25 (80%) before education to 24 of 25 (96%) afterward, while the good category decreased from 20% to 4%. This is a descriptive shift in the immediate post-test distribution; no inferential test was performed.

Table 3. Level of Tolerance Attitude Among SD Budi Luhur Students

Category	Pre-test (n/%)	Post-test (n/%)
Excellent	16 (64%)	20 (80%)
Good	9 (36%)	5 (20%)
Poor	0 (0%)	0 (0%)

For attitude, the excellent category increased from 16 students (64%) to 20 students (80%), while the good category decreased from 36% to 20%. The high baseline proportion in the excellent category indicates limited room for improvement and should be considered when interpreting the change.

Table 4. Level of Tolerance Behavior Among SD Budi Luhur Students

Category	Pre-test (n/%)	Post-test (n/%)
Excellent	16 (64%)	20 (80%)
Good	9 (36%)	5 (20%)
Poor	0 (0%)	0 (0%)

For self-reported behavior, the excellent category increased from 16 students (64%) to 20 students (80%). Because behavior was assessed using an immediate questionnaire rather than longitudinal observation, the result reflects a short-term self-reported category change and should not be interpreted as sustained behavioral change.

Across the three measured domains, the post-test distribution shifted toward the excellent category. Interactive education, discussion, and question-and-answer activities are consistent with approaches used in character and tolerance education (Agustian et al., 2019; Al-Ansori, 2018). However, the absence of a comparison group, inferential testing, and follow-up means that the activity cannot establish a causal effect. The already high baseline scores, particularly for knowledge, also suggest a possible ceiling effect. Future programs should use clearly documented instruments, repeated assessment, and behavioral observation where feasible.

Documentation of the counseling activity is presented in Figure 1.

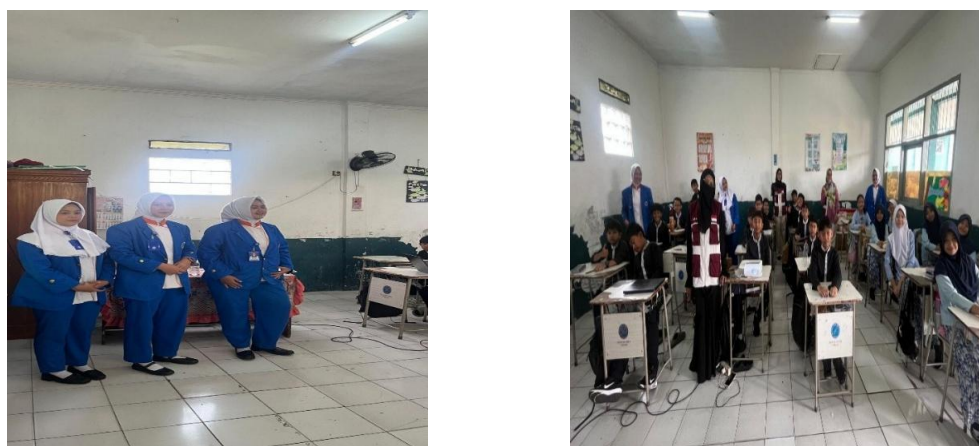


Figure 1. Documentation of the Tolerance Counseling Activity Based on Noble Cultural Values

The main program output was an opportunity for students to discuss diversity and practice identifying respectful responses in situations involving differences in ethnicity, religion, language, and culture. These activities were intended to reinforce tolerance messages appropriate to fifth-grade students; longer-term adoption of tolerant

behavior was not measured in this evaluation.

As a partner in this program, SD Budi Luhur Cimahi played a key role in providing facilities, activity space, and administrative support required during the implementation of the community service activity. The school also provided preliminary information regarding the diversity-related attitudes of fifth-grade students, enabling the service team to design activities appropriate to students' needs.

Several challenges were encountered during implementation, including limited activity time, uneven student participation, and schedule coordination with the school. The solutions applied included making optimal use of available time, encouraging active student participation, and maintaining intensive coordination and communication with the school.

CONCLUSION

The community service activity was implemented with 25 fifth-grade students through pre-test, interactive tolerance education, discussion, question-and-answer sessions, and post-test evaluation. Descriptively, the proportion in the excellent category increased for knowledge (80% to 96%), attitude (64% to 80%), and self-reported behavior (64% to 80%). These immediate changes should be interpreted cautiously because the program used a single group, no inferential test, and no long-term follow-up, and the instrument's psychometric properties were not reported in the available documentation.

The findings support continued tolerance and character education as a school activity, but they do not establish sustained behavioral change. Future implementation should combine repeated classroom reinforcement, teacher and parent modeling, clearer instrument documentation, and follow-up assessment to examine whether the observed short-term category changes are maintained over time.

It is recommended that the school continue integrating tolerance and noble cultural values into learning and school routines. Future community service programs should include a broader participant base when feasible, sufficient implementation time, age-appropriate learning media, and longer-term evaluation of knowledge, attitudes, and observable behavior.

ACKNOWLEDGEMENTS

The community service team would like to thank the Institute for Research and Community Service (LPPM) of the Budi Luhur Cimahi College of Health Sciences for its funding support and facilitation of the activity, as well as SD Budi Luhur Cimahi for its permission, facilities, and administrative support provided throughout the implementation of this community service activity.

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