Promoting students' tolerance awareness in the context of peace education through Wayang Golek

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Abstract
Tolerance awareness is one of important aspect to realizing peace education that train students to avoid of using violence. This study aims to represent the results of the tolerance awareness training guide using "wayang golek" as a media to realize peace education by using indigenous heritage that has been tested for acceptability standards. Research and development model used in this study which has been modified according to the needs and deficiency of researchers in the field, so that it consists of six stages: preliminary study, planning, product making, product testing, product revision, and final product. The assessment that used in this study was adjusted to "Standards for Evaluation of Educational Programs, Projects, and Materials by the joint committee" which involves two experts in the field of guidance and counseling as well as practitioners in the field. The result shows that the guide of tolerance awareness training using "wayang golek" as a media fulfilling the acceptability standards. Recommendation for further researchers to test the effectiveness of the product using experimental method.

Keywords: *tolerance awareness, peace education, wayang golek, puppet show, guidance and counseling*

Introduction

Indonesia is a unitary state consisting of various ethnic groups, ethnicities, races and religions. Based on the results of the 2010 census (Mavridis, 2015), there were 1050 different ethnicities, and further research by Mavridis (2015) concluded that a country that has a lot of diversity can increase tolerance but reduce other social variables. Contrary to the fact, in Indonesia itself there are many cases and acts of intolerance that develop in society, this is reinforced by the results of research presented by Reese & Zalewski (2015) that places with

various levels of society and culture are not necessarily more tolerant than places with a uniform cultural background. The results of this study indicate that the more diverse the colors of the community, it is not necessarily the people who have the awareness to tolerate.

Regarding tolerance, several junior high schools (SMP) in Malang City, obtained a sample of 110 students. The results of these measurements indicate that 39% of students are in the less tolerant category, while 49% of students are in the tolerant category, and as many as 12% of students are in the very tolerant category (Rosyidi, 2018). According to the measurement results, there are still 39% of students, namely 43 students in the less tolerant category. Furthermore, the results of the UIN Syarif Hidayatullah survey during 2017 (PPIM Survey Results, 2018), there were 2,237 teachers from 34 provinces ranging from kindergarten to high school & vocational school, both public and private, it was proven that 53.06% had a tendency to think intolerantly. Teachers who are tolerant are 32.09% and those who are very tolerant are only 3.93%. Even though teachers play an important role in the world of education where teachers are used as models who become mentors and references rather than students at school, in addition, these teachers certainly understand and understand tolerant attitudes and behavior but, in practice there are still many who do not have the awareness to tolerate.

The impact of a lack of awareness to tolerate can lead to acts of violence both verbally and non-verbally. This is in line with what was stated by UNESCO (2008) that indications of intolerance are in the form of many things, including discriminatory behavior, physical and non-physical harassment, intimidation, persecution and bullying and all kinds of violence in schools. Based on that UNESCO (2008) requires that education is an appropriate place to instill the character of a peaceful individual, which is currently known as peace education. Peace education is education that promotes a culture of peace, which is transformative and manifested in the form of basic knowledge, skills, attitudes, and values that can change mindsets, attitudes, and behaviors that can prevent or eliminate violence in the face of conflict (Castro & Galace, 2010).

With regard to the effectiveness of peace education in creating a harmonious and democratic atmosphere, many experts have studied it. Research on the effectiveness of peace education has often been carried out in the last two centuries (Carter, 2015). One of them, carried out at the university level in Turkey initiated by Arslan, Günçavd, & Polat (2015) using research subjects as many as 25 universities in Turkey, and proves that the existence of a peaceful education program can actually increase cultural sensitivity among students. This research is proof that in the border countries between European and Asian cultures (Turkey), peace education is able to increase the sensitivity between existing cultures so that they can live together in peace. Furthermore, research from Martinez & Calvo (2014) aims to make the ability approach an instrument to encourage positive social interaction and a culture of peace in education. And it is proven that the theory of "capability" is able to encourage positive social interaction and a culture of peace in education that helps understand violence and conflict in schools. The results of the study also suggest principles for an educational model that is based on exchange and reciprocity between individuals, so that they can learn to respect and appreciate that can be instilled in schools.

Furthermore, Kester (2008) developed a comprehensive program in the world of education, which is able to accommodate to teach the values of peace, cultural solidarity, personal and community empowerment as well as accommodate creative thinking, in order to provide facilities for students in schools, so as to form responsible individuals. It is in line with the statement that school is the ideal place to teach values to young people (Dewanti & Novitasari, 2020; Dewanti, Ramli, & Rahmawati, 2018), responsibility as citizens, open to other cultures, respect diversity and commit to non-violence. Nevertheless, the peace education program in schools should be balanced with the cultivation of peaceful values in the family sphere. Preventive efforts and overcoming unexpected behaviors is to develop the potential of the counselee and facilitate it systematically and programmed to achieve developmental tasks (Nurmalasari, Y., & Widiyanti, W., 2018).

In the family practice of peace education, it seems that it has also been successfully applied. This is in line with Benharoon's (2013) research on building a culture of peace in the Muslim community in southern Thailand through family communication, daily activities through family meals, parents actively listen to stories from their children and create good relationships. By paying attention to the signs and non-verbal language of their children so that from these activities it turns out to be able to instill a culture of peace within the family circle.

Castro & Galace (2010) stated that peace education has three main aspects, namely aspects of the value of knowledge, attitudes and skills. Tolerance is included in the realm of attitudes that have perceptual and affective elements (Shalahuddin in Darmadi, 2017). This perceptual element is a cognitive domain that can be realized in the form of consciousness. Departing from the assumption that each individual has a different level of tolerance, so to be able to behave and behave tolerantly, it is necessary to have awareness first. This is confirmed by Haddock & Maio (2004) which states that awareness of an attitude, be it tolerance or other attitudes, is the first step to get to the affection stage until it becomes an action (behavior).

As far, the cultivation of the value of tolerance in schools is still not optimal because it is only limited to knowledge, without being followed by a process of awareness of tolerance in students. Therefore, group guidance services are needed in the form of tolerance awareness training by displaying wayang golek media as a stimulus for discussion and reflection in order to raise students' awareness of tolerance. Based on this, the researcher developed a guidebook for tolerance awareness training as a preventive-developmental guidance and counseling service to instill tolerance awareness from an early age. Because basically tolerance for students is very important for survival together in the long term, to understand a pluralistic society and have diverse cultural backgrounds, both in terms of economy, family environment, habits, religion, even desires, different ideals and interests (Sari, 2014). Therefore, this training guide becomes an important thing to be developed.

This tolerance awareness guide uses wayang golek media because it is flexible in instilling character values (Andrieu, 2017). Although wayang golek is used as entertainment, it contains exemplary values and sometimes becomes a medium for constructive criticism (Mastuti, 2018). This is evidenced, among other things, by the use of solid wayang golek as a medium to instill noble character for elementary school students (Rianta & Masturoh, 2013), and as a tool to realize character education for social and cultural life (Cahya, 2016). In addition, the wayang golek story contains ethnopedagogic values that are moral (Gumilar, 2015) and are identified as having good character values, one of which is tolerance (Sabunga, Budimansyah, & Sauri, 2016). Therefore, researchers are interested in using wayang golek as a medium to instill the value of tolerance. The wayang golek media used here is in the form of audio-visual media accompanied by a tolerance awareness guidebook. Therefore, the guide to tolerance awareness using wayang golek media needs to be tested for acceptability based on experts in the field of guidance and counseling and practitioner counselors/prospective users before being used in the field.

Method

The research and development method used in this study was adopted from the research steps of Borg & Gall (1983) which have been modified according to needs. In this study, researchers made modifications in stages. Modifications in development research are based on the opinion of Borg and Gall (2003) which states that in the face of researcher limitations, the use of stages in research can be reduced and adapted to the needs of researchers. The stages of research and development only reach the initial product trial stage, in the form of developing an initial product format that has been theoretically tested by experts and potential users in the field to find out whether the product has been tested for product acceptability standards, which is then revised according to expert advice and prospective users, so that the product becomes a prototype 1 that can be used in the field, according to experts and potential users. Among others, as follows in Figure 1.
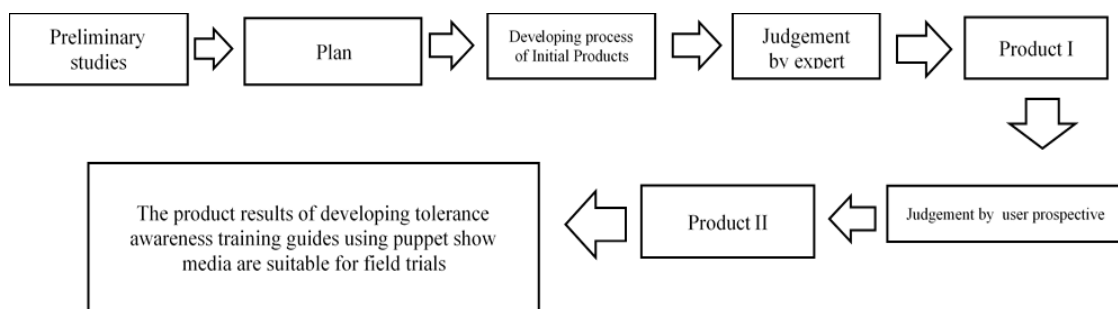
Figure 1. The stages of the product development procedure

The instrument used is an assessment instrument for guidance and counseling experts and prospective users using the Standards for Evaluations of Educational Programs, Projects, and Materials (Joint Committee on Standards for Educational Evaluations, 1981) which are tailored to the needs consisting of utility, feasibility, propriety, and accuracy. Analysis of assessment data used in this research and development was Descriptive Statistic. The study results of the assessment of one puppet expert, two guidance and counseling experts, one instructional media expert, and one practitioner.

Findings and Discussion

The results of the study contain theoretical and empirical studies of the product development process of tolerance awareness training guides. The purpose of this study is to compare the findings obtained in the product development process with existing theories in the hope that the resulting product can be accepted scientifically. The scientific study is based on existing findings and refers to the results of trials by wayang golek experts, guidance and counseling experts, training media experts, and potential users who provide an assessment of the product being developed.

Table 1. Result of Product Validation Regarding Usability Aspect

No	Aspects	Judgement		
		Expert 1	Expert 2	Prospective user
1	Indicator I: Requirements for Users in Implementing Training Guide	3	3.33	3
2	Indicator II : Scope of the Training Guide	4	3	3
3	Indicator III: Interpretation of the Value of the Training Guide	3.5	3	3
4	Indicator IV : Clarity of Training Guide Components	3.25	3.2	3.25
5	Indicator V: Impact of Using the Training Guide	3.5	3	3

Table 2. Result of Product Validation Regarding the Feasibility Aspect

No	Aspects	Judgement		
		Expert 1	Expert 1	Prospective user
1	Indicator I : Practicality of Awareness Training Guide Tolerance	3	3	3
2	Indicator II : Efficiency of Awareness Training Guide Tolerance	3.33	3	3
3	Indicator III: Appropriateness of Tolerance Awareness Training Procedure	3	3	3.5

The following are the qualitative results of the product validation process carried out by experts and potential users.

Table 3. Qualitative Result of Product Validation by Expert

No	Expert 1 Dr. Mochamad Nursalim, M.Si.	Expert 2 Dr. Wagimin, M.Pd
	Pre-validation	
1.	There are some writings that are lacking, related to educational cinema, please look at the guidebook	The format of the guide needs to be made more attractive, easy to read, clear, not much fringe decoration, and the marginalization is proper and clear to read.
2.	I consider it needs a big title before entering the meeting session	I found that Many sentences are too long, so it's hard to understand the point
3.	-	If the guide is made simple, so that it is easy for users to read and follow.
	Post-Validation	
1.	Adding some discussion about educational cinema	Revise the description section and guide steps
2.	Giving big titles when entering the meeting session	Simplification of sentences so that they are easier to understand
3.		Simplification of the guide so that it is easy for users to follow

Table 4. Qualitative Result of Product Validation byProspective User

No	Pre-Judgement	Post-Judgement
1.	There are still typos.	Improve writing.
2.	the description sheet of the steps to be delivered is further clarified so that the guidance and counseling teacher in the field is easy to understand	Clarify the description of the steps presented so that practitioners are easy to understand
3.	The specific purpose of the values of tolerance awareness that needs to be added so that the BK teacher easily understands student activities like how everyday life looks like	The addition of specific goals at each meeting session makes it easier for practitioners to see the impact of students' awareness of tolerance after being given training.

The assessment of guidance and counseling experts consists of two subjects, which provide an assessment of the aspects of usefulness, feasibility and accuracy. In the usability indicator, there are 26 items, which according to the two experts stated that the usability aspect of the tolerance awareness training guide is relatively high (with values 3 and 4). Then on the feasibility aspect there are 4 items, both experts stated that the feasibility aspect of the tolerance awareness training guide was appropriate/relevant (3), but there was one expert who gave a very decent/relevant (4) value on the time efficiency item used to conduct the training. Furthermore, on the aspect of accuracy there are 2 items, based on the assessment of the two experts agree that the product is relatively appropriate (3) used for junior high school students in growing awareness of student tolerance. Based on the assessments of the two experts, all agreed that the tolerance awareness training guide using the wayang golek media was useful, appropriate and appropriate with some improvements in accordance with the input and advice of guidance and counseling experts. So it can be said that the tolerance awareness training guide using wayang golek media for junior high school students meets the acceptability criteria.

The use of wayang golek has proven to be more flexible and able to attract students' interest because of its flexibility compared to wayang kulit (Andrieu, 2017), in terms of storytelling, the level of attractiveness in the eyes of students in three-dimensional form, and relatively cost beneficial performances. On the other hand, the use of wayang golek media in audio-visual form and continued with discussions has proven to be relevant for junior high school students, because it is in accordance with the level of development in Piaget's theory of

cognitive development, that junior high school children are in the formal operational stage (Santrock, 2017). In this stage of development, students are able to think logically, abstractly and scientifically and they are able to compose abstract values that are displayed in the wayang golek media.

The assessment of the prospective user test is carried out on one school counselor, in general the assessment given by the school counselor is in the high category (3 and 4), so that the tolerance awareness training guide product is feasible and appropriate for use according to the school counselor. There are several things that need to be considered, namely, among others, a) there are typos in the writing, 2) an explanation of the steps in the description in each meeting session needs to be clarified so that it is more easily understood by practitioners in the field, and c) providing specific objectives so that practitioners know indication that students have experienced changes after receiving tolerance awareness training.

Based on the research results that have been mentioned, experts, and potential users agree that the tolerance awareness guide using wayang golek media is acceptable and can be used in growing students' awareness of tolerance. Tillman (2017) explains that tolerance is a fair and objective attitude towards those who are different in terms of opinion, practice, race, religion, nationality, or the like, different from ourselves, and free from bigotry and actively respect other cultures, as form of expression and become a way of being human. This strengthens the results of research by Sabunga et al (2018) and Rianta & Masturoh (2013) that wayang golek is able to instill and train positive characters in students. In addition, this tolerance awareness training guide adds an alternative to group guidance service training in schools, in addition to using sociodrama (Fatqurrachman, 2014; Dinyati, 2016) and bibliocounseling (Kamaningtyas, 2012) to fulfill developmental tasks for junior high school students at school.

Conclusion

The research resulted in a product consisting of a tolerance awareness training manual using wayang golek for junior high school students intended for counselors. And the wayang golek media is in the form of audio-visual as a stimulant for discussion material intended for students. The product of research and development of tolerance awareness guidelines using wayang golek for junior high school students, has been tested for its acceptability standard with a relatively high category, where the results of expert tests and prospective users are in the form of qualitative data so that it can be concluded that the product developed meets the acceptability criteria, in terms of accuracy, usability and feasibility. Based on the conclusion, it is recommended for further researchers to test the effectiveness of the product using experimental or action research methods, because the results of the development have only reached the acceptability assessment stage.

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