

The Role of Social Studies Teachers in Strengthening Pluralist Attitudes in Post-Covid-19 Students in Indonesia

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ABSTRACT

In this study it was carried out due to the reduced feeling of mutual respect and tolerance by fellow students peers who have different religious and ethnic cultural backgrounds as a result of distance learning during the Covid-19 pandemic. So than therefore, the role of social science teachers is needed to strengthen students' pluralism attitudes. This research aims to identify and describe the role of social science teachers in strengthening pluralism students, what elements support and what is the role of the social science teacher, and what elements hinder implementation that matter. The research was conducted at State Junior High School 3 Blitar. The method used in this study is the method qualitative descriptive with data collection techniques using in-depth interviews and observation. Result of This research shows that the role of the social science teacher has been quite good in educating and motivating students to strengthen attitude of pluralism among students. There are several things that social science teachers do to form a mutual attitude respect and tolerance among students. This is also supported by several factors including the school environment conducive so that students can directly learn how to behave pluralism. But besides that there is factors inhibiting social science teachers in strengthening pluralism attitudes, including limited study hours due to the Covid-19 pandemic, as well as changes to returning to school after Covid-19 and this has restricted activities in schools.

Keyword: teacher role, social science, school pluralism

INTRODUCTION

Indonesia is known as a plural and diverse country. This can be seen from Indonesia's motto in the national symbol is "Unity in Diversity". In addition to social circumstances and the people in Indonesia themselves show that the diversity of Indonesian society very real (Sulajah, 2011). Indonesia is a country that adheres to the Pancasila democratic system. By using the motto Bhinneka Tunggal Ika, it reflects social conditions Indonesia is different, the existence of this social plurality still makes it a community Indonesia becomes one. This pluralism is certainly built from the many differences that exist, such as religion and culture. The difference between the diversity that exists is of course interpreted willingly accept differences and understand that differences can bring unity and national and state unity (Fatih, 2019).

The diversity of Indonesian society is an affinity that is a bond that is not can be released. In fact, pluralism is a must in this world. So attitude understanding to others needs to be done in the context of a plural society. With Thus, the need for an understanding of pluralism is needed in order for society to live side by side well (Nur, 2019). In education, pluralism can be interpreted that students can recognize each other and respect the differences, and they consider the differences that exist in the same surrounding. Not only to fellow students, but also to the entire school environment (Pradissa, Mansur, & Muslim, 2020). Education for students is important regarding respect for equality and differences that exist in their environment

(Mansur, 2016).

However, in reality, there are students who still need to strengthen their nobility especially in the attitude of pluralism or mutual respect and acceptance of the differences of others. This is sometimes due to the lack of interaction and socialization of students with other people different religious backgrounds and the lack of knowledge of students regarding what is the meaning of pluralism (Rofiqoh & Suherman, 2019). So in the process of strengthening students' pluralism attitudes, the role of the teacher is not only deliver textual material to students, but the teacher's more important role is to try so that the material that has been delivered can be well received and understood by students, so that the values contained in the lesson and the material presented can be utilized by students to be implemented in social life. So that the learning process is carried out by the teacher is more meaningful (Puspitasari, 2012).

Pluralism comes from the word plural and ism which means understanding respect for differences and diversity within a society and they allow for different groups to maintain their uniqueness. Plurality is pluralism based on existence uniqueness and peculiarity. The concept of plurality shows that there are things that exist more than one, diversity indicates the presence of more than one is certainly different, heterogeneous, and cannot be equated. In line with the concept of plurality, there is a concept pluralism, whose content is almost the same, describes the existing pluralism and diversity in society. Pluralism is an attitude that supports the existence of two more existing and existing entities also denies that existing pluralism can be merged into one and the same entity (Mitchell & Alexandrova, 2020).

Social studies education is a simplification of adaptation, selection and modification of academic disciplines social sciences that are organized and presented scientifically and pedagogically-psychologically for institutional goals of primary and secondary education within the framework of realizing goals national education based on Pancasila. Social studies subjects present a variety of material. The material is never separated from social phenomena that exist around students, so that real examples in social studies lessons can be easy to find. Social studies basically presents problems in human life and the physical environment aimed at learning activities whose material is taken from various social sciences.

As for the description of the relationship between social studies subjects and values that can be developed in character education on social studies subjects at the junior high school level are religious, mutual respect, honest, creative, independent, curiosity, discipline, hard work, love of the motherland, respect for achievement, enjoy reading, friendly, care for the environment, and social care (Kemendiknas, 2010). The state of the school and the attitude of the teacher often determines how the attitude of students will be after they are outside the school environment that is when they are in the community environment. With the rapid advancement of technology and information, the role of the teacher which was only as information providers are now also developing, the role of the teacher must also be able to be a role model and mentors for good students to introduce diversity and strengthen respect diversity (Eka Supriyanti, 2019). According to Prey Katz the role of the teacher is as motivators, communicators, friends, mentors in the development of attitudes, behavior, values, and master the material being taught (Sardiman, 2010).

The teacher who is a role model which students always pay attention to should be able to become a figure good for students and the people around them to emulate. Do as it says, behave virtuously, and be firm in deciding cases. Be a role model in the environment school is one of the basic things related to the role of the teacher, this is so that learning activities are more effective (Tripuspa, 2019). The teacher's role is very strategic related to shaping students' attitudes because of the value that taught whether or not it applies while in school but also when in society (Habibah, 2021).

Robert Linton states that role theory provides an overview of deep social interaction terminology of actors who play according to what is determined by culture. Role is a shared understanding that guides individuals to be able to behave in life daily. Other examples, such as in schools, the teacher's role is formed from

environmental expectations, parents, and students as definitions of the role of the teacher itself. Hope it will influence every interaction that is carried out by the teacher towards his students. In this case, individuals who have teacher status will play a role by themselves on the scenarios that are formed by the environment. Based on the background above, the researcher is interested in seeing how the role Teachers in Strengthening Students' Pluralism Attitudes at SMPN 3 Blitar. According to role theory, a person have certain roles such as examples of students and teachers who are expected to behave accordingly that role.

The educational environment which is a gathering place for many people from various backgrounds, it is necessary to have awareness and foster harmony among people religious and aware that as social beings as well as citizens will not be able to live alone and avoid diversity (Kosasih, 2019).

The data that the researchers obtained was for the semester or academic year 2021/2022 for the total number of students at SMPN 3 Blitar totaling 1,106, with 460 male students and 646 female students. Out of the number of male students, adherents of Islam amounted to 430 while female students of adherents of Islam numbered 598. Furthermore, there are 20 male students and 22 female students who are Christians. So there are 8 male students and 23 female students who are Catholics, and the last one there are 2 male students and 3 female students who are Hindus.

Based on interviews and observations as a preliminary study at SMPN 3 Blitar with Mrs. Sutraning Suswati, S.Pd social studies teacher for class IX, Mrs. Luken Nurmawati, S.Pd social studies teacher for class VIII, and Mrs. Pujiningsih, S.Pd, a class VII social studies teacher, pointed out that this was due to the Covid-19 pandemic causing teacher and student interaction to be limited, even though social studies teachers have set an example but not optimal because of the limited activity in learning activities due to their existence pandemic, so social studies teachers can only carry out learning using the lecture method only. In addition, students still often joke and ridicule other students by bringing religion, especially this is often done by male students. In addition, due to the pandemic, students are still having a hard time to socialize with their peers, so that students tend to only have some friends they consider close and still difficult to mingle with other students. Student concern for others is also still lacking and many students are passive the surrounding environment.

Thus, social studies teachers have an important role in instilling and strengthening the attitude of pluralism in students, especially in the learning process in the midst of transitional periods pandemic to endemic. IPS teachers face challenges in strengthening students' pluralism attitudes so that it can be implemented in an educational environment. Which students will not only later understand social studies material, but the material presented by the teacher can be applied and applied in real life by students.

With the initial research that has been done and the information obtained related to attitudes pluralism in students in the school environment, the writer wants to examine the role of the teacher IPS reinforces a pluralist attitude in students who live side by side with diversity. So based on this problem the author wants to raise the title Role of Science Teacher Social Studies in Strengthening Students' Pluralism Attitudes at SMPN 3 Blitar. For describes the role of social science teachers in strengthening students' pluralism attitudes in SMPN 3 Blitar. As well as identifying what are the supporting and inhibiting factors of social studies teachers in strengthening the attitude of pluralism of students at SMPN 3 Blitar.

METHODS

The research method used in this research is qualitative. Qualitative method is a method that produces descriptive data in the form of words or oral utterances from informants as well behavior of the informants being observed. Descriptive qualitative research is a method research that describes the entire data both the object and the object of research that will be later will be analyzed and compared with the actual situation that is currently taking place in field, which then the problems that exist in research will be tried to be solved

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The location of this research is in a junior high school in Blitar City, at SMPN 3 Blitar to be precise Blitar which is located at the address Ciliwung Street Tanggung Blitar City. Which conducted in March 2022. In accordance with research conducted by researchers with descriptive qualitative data collection research uses qualitative methods and does not use statistical forms. technique that used for sampling is purposive sampling which means the data collection process use certain considerations. This consideration is based on the research subject people who are considered to understand best what researchers need and make it easier for researchers to explore the situation under study (Sugiyono, 2013). In this case the subject will be sources of information are social studies teachers and SMPN 3 Blitar students.

In conducting data analysis, researchers used analytical techniques from Miles and Huberman. This is done simultaneously when the researcher collects data in the field. Data analysis technique many in the form of descriptions of the results of interviews and the results of documentation. Data analysis is an activity examines the data that has been obtained from the field and then categorizes it into categories, then break it down into units, select important data according to research and study the data, then make conclusions related to the data so that it is easy to understand well for researchers and others.

The data analysis technique carried out in this study was carried out by selecting the main data from informants through interview techniques, as well as data collection through observation and documentation at the research location, data reduction related to the selection of appropriate and important data with research that is being carried out, as well as the presentation of data using deep narrative text present the information obtained, and data verification is carried out continuously during research is carried out and conclusions are drawn from the data obtained related to the Role of the Social Sciences Teacher in Strengthening Students' Pluralism Attitudes at SMPN 3 Blitar.

RESULTS AND DISCUSSION

The Role of Social Studies Teachers in Strengthening Students' Pluralism Attitudes at SMPN 3 Blitar

In the era of rapid technological development, the role of the teacher is also experiencing development. Teachers today are not only tasked to transfer knowledge, however also has another role to assist student learning activities. There is no teacher role replaced by anything because the role of the teacher is very crucial in the world of education. After teacher explain and teach, then the things that have been given to students will be automatic stored by students as something that needs to be done and students will make the teacher a role model to emulate. So it is very clear that IPS teachers do not only not only provide material, but also provide examples of how to apply knowledge that in everyday life.

So the researcher can identify the role of the social studies teacher in strengthening students' pluralism attitudes at SMPN 3 Blitar, the main ones are:

- a. The social studies teacher's role as a teacher is realized by making a lesson plan well and carry out the plans that have been made. Strengthening student awareness on social studies learning material by carrying out the social studies intracurricular activities themselves. Currently social studies subjects

have accommodated materials that are close in fact examples with students one of which is pluralism material.

- b. The most important social studies teacher's role is to emphasize learning activities in the classroom or when IPS learning takes place. Social studies teachers have an important contribution in organizing and coordinating classes used for learning with heterogeneous student conditions. Teacher IPS also needs to make learning interesting and fun by using it media that can support learning.

Here the social studies teacher acts as a learning manager or whichever was traditionally social studies teacher is only a provider of information to students in the classroom but now that has changed. The role of the social studies teacher must also help prepare students to continue learning and be independent in this regard can be implemented by utilizing the help of technology in the learning process. IPS teacher at SMPN 3 Blitar has carried out learning that combines technology with utilizing YouTube videos and using Power Point to carry out learning which are interesting.

In making learning interesting, of course, careful preparation is needed so that results are obtained maximum expected learning. What needs to be done is:

a. Learning Implementation Plan (RPP)

In order to strengthen the attitude of pluralism of students. IPS teachers use learning materials and use them appropriate learning methods to bridge these activities. In the attachment to the social studies teacher's lesson plan in SMPN 3 Blitar shows the teacher forming groups between students with other students who are different religious, cultural or ethnic backgrounds. This is intended so that students can understand the differences that exist around them and poured in by looking for traditions that exist in religion, culture, or ethnicity of each student.

By using the K 13 curriculum which is student center oriented. So it can be seen that the lesson plan that has been made by the dominant social studies teacher focuses on students with the teacher acting as facilitator. Adjusting to the material to be taught, social studies teachers use the same method according to one of them with Problem Based Learning. On the RPP sheet the way the teacher plays a role in directing the strengthening of student pluralism is shown by forming groups student. With the teacher forming groups of students can make students work together, mutual cooperation in solving problems, respecting the opinions of friends, and getting to know one another each other, this is in accordance with the values that have been determined and instilled in students.

b. Implementation of social studies learning

The heterogeneous condition of students is a challenge for social studies teachers at SMPN 3 Blitar. Therefore social studies teachers must have good knowledge of the subject they are studying enabled in order to understand the characteristics of students which come from religion and culture different. So that the implementation of IPS learning is emphasized with the participation of students who are active so that one student with another student can interact well and be able accept the differences. IPS learning at SMPN 3 Blitar goes in two directions. The teacher gives treatment to students by inviting students to discuss or throwing questions to students. After that, response given by students is to provide responses and answers from these responses. This can strengthen pluralism in students, that all students have equal opportunities in learn and not be discriminated against. Teachers also respond well to possible answers given by students by appreciating student answers and appreciating questions that given by students.

c. Assessment Instrument

After the learning activities are carried out, the social studies teacher will carry out an assessment to see the

level of student understanding during learning is carried out. Assessment used by the teacher IPS in the learning process includes three things, namely attitude assessment, knowledge assessment, and the last is skills assessment. In assessing the attitude of social studies teachers assess how students actively participate in learning activities, discipline in doing and completing assignments, and how students behave during learning takes place.

Sometimes there are still students who are busy themselves and don't listen well to explanations from the teacher. Here the social studies teacher has a role to condition the class so that it is conducive again advising students without favoritism. So whatever the religious and cultural background of students, all students have the same obligations in the classroom. For assignment assessments, social studies teachers at SMPN 3 Blitar during face-to-face learning during the pandemic were more prioritizing using online media such as Google Classroom and Google Forms. So for skills assessment, students at SMPN 3 Blitar will form online groups via whatsapp application. Although not able to carry out direct interaction. By using technology students can establish good relations with their friends and can exchange information online.

In giving assignments yourself, due to the transition from distance learning to face-to-face learning, assignments are adjusted accordingly with student abilities. Moreover, students more often carry out distance learning via online before when compared to carrying out face-to-face meetings at school. So that IPS teachers prioritize students' understanding of learning material because during distance learning less material explained. But the level of understanding of students related materials are still monitored by providing assignments with a certain period of time as materials exercises for students.

This is also supported by the results of observations when participating in teaching and learning activities together social studies teacher in the classroom. While participating in teaching and learning activities with the social studies teacher in class. Social studies teachers often explain material and discuss with students during class time. And at the end of the social studies teacher does not give assignments, but rather gives students the opportunity to Ask about the material being taught. Some students actively ask questions related to material and reciprocal activities between teachers and students are very visible.

d. Assessment or evaluation

For the process of assessing or evaluating social studies teachers at SMPN 3 Blitar, they give assignments with a purpose to see whether students have understood or not with the material that has been studied. The method used by the teacher to carry out the assessment is by giving the material first, after that the process of explaining the material or discussion is carried out, then the next task is given as an evaluation.

From the explanation by the social studies teacher at SMPN 3 Blitar regarding the assessment or evaluation process that has been done. The social studies teacher has provided material well by giving some New teaching materials then provide assignments as a way of evaluation. So that the IPS teacher strengthens understanding of students first before entering into the task. Evaluation activities are carried out by social studies teacher thoroughly from start to finish.

So if it is concluded that the most important social studies teacher role is in intracurricular activities social studies subjects, which social studies teachers with subjects they can accommodate diversity of students at SMPN 3 Blitar. By planning the best possible learning and don't forget the social studies teacher slips in and invites students to discuss things in around students regarding issues of tolerance or diversity that are currently happening. This is aimed at students easily understand concrete examples of how pluralism should be applied in life real.

The pluralism attitude of students with the social studies teacher's role at SMPN 3 Blitar can be seen by easy to interact again after the implementation of face-to-face learning for the first time time after the

pandemic. If seen students can address the differences of their friends with hanging out as usual and some of them chose to sit on a bench with friends others of different religions. In addition to the social studies teacher's main role in implementing intracurricular social studies subjects, the social studies teacher also has other roles that can be carried out both in the classroom and outside the classroom. Among others are :

e. Social studies teacher as role model: Promoting tolerance and mutual respect

As educators, IPS teachers in strengthening students' pluralism attitudes set an example to students tirelessly remind to be tolerant and respect each other to fellow friends, both when students worship, there are differences in celebrating holidays, and when socializing. Therefore the role of the teacher is very important in echoing attitudes tolerance and respect to show direct action to build awareness diversity in students, IPS teachers have an important role in implementing pluralism values in schools (Widoyono, 2018). Because the final output of attitude strengthening pluralism of students in the school environment will later be used as provisions by students to plunge into public.

1. Social Studies Teacher As Trainer: Moral Inculcation To Students

In teaching and learning activities, social studies teachers also have a role in making students become students become a person of good character. At SMPN 3 Blitar, the inculcation of moral use strengthening students' pluralism attitudes carried out by teachers such as:

- a. There are picket teachers who welcome students when students come to school, here students always taught to always smile, greet, greet well to teachers and other friends. This matter done so that it becomes a good habit for students. One of them is making students friendly towards others both inside and outside the school environment.
- b. There is spiritual stabilization besides religious lessons. Spiritual stabilization is done every Thursday from 07.00-08.00 in the morning for all students at SMPN 3 Blitar. This spiritual stabilization has agendas such as memorizing verses from the Al-Qoran and reading the Bible together and provide religious messages to students.
- c. Singing Indonesia Raya, Mars PPK, and PPK greetings before class starts, this aims to form student nationalism. as well as there are literacy activities so students have high reading interest.

2. Social studies teacher as a mentor: giving equal treatment to all students at SMP 4 Blitar

In dealing with students, both inside and outside the classroom, social studies teachers do not never discriminate between one student and another. As a teacher, of course obligations to students who are educated equally. One of them is when there is a dispute for fellow students, social studies teachers are also good intermediaries when students are present disputes to minimize unwanted things. IPS teachers have also been fair to all students in the class as a form of giving equal treatment, this conducted by social studies teachers by giving equal portions to all students. Whole Students get the opportunity to ask questions and discuss with teachers and peers friend. IPS teachers also do not discriminate between students if there are students who sometimes need it to give warnings and advice if there are mistakes made.

3. Social Sciences Teacher as a Guide: Learning from the Environment as an Example of Behavior Pluralism

Social science subjects are subjects whose material is taken in daily life around students, so that when there is an incident it can be used as joint learning materials for teachers and students in addition to new knowledge outside the material being taught. Especially with a very diverse school environment, social studies teachers need provide a new perspective on diversity. In social studies lessons there have also been pluralism material taught at the junior high school level. From social studies teacher at SMPN 3 Blitar, what they usually do is set an example around them, such as as well as from news on TV or news from social

media. This is then used as material joint discussion between teachers and students. Like whether it is worth emulating or not, then the reason why. So from here students can directly learn with the reality around them and can be directly practiced which things can be imitated and which are not. From incident in real life, the social studies teacher also explained that the things that happened were not a good thing. So that social studies teachers play a role in advising students so that events like this occur it will not be repeated. Because in this side-by-side social life, every religions in the world teach to find a way out that is good and does not cause damage.

In strengthening students' pluralism attitudes, social studies teachers have carried out without any attitude discriminatory to students. This means all forms of speech, behavior, and characteristics of social studies teachers do not discriminate against the students they teach. Even though religion and culture belong every student is different, but the teacher carries out his rights and obligations as a teacher to students equally. This is reinforced by the results of interviews and observations that have been done to students that the teacher treats and accepts them well and not discriminate. So based on the results of the research, social studies teachers at SMPN 3 Blitar have carrying out its role as a teacher in a non-discriminatory manner towards students.

Strengthening students' pluralism attitudes has also been carried out by incorporating intra curricular activities in the form of spiritual strengthening which is routinely carried out every Thursday or once a week for all student. In addition, there is also character education by carrying out activities to sing Indonesia Raya songs, Mars PPK, and PPK greetings for all grade levels by the purpose of embedding the character of nationalism in students at SMPN 3 Blitar.

From the results of the social studies teacher's role in strengthening students' pluralism attitudes, it shows that students different religions are allowed to maintain the existence of diversity and maintain it the identity of each student is different. With an educational frame, every student has a different background religious and cultural backgrounds are united in the same environmental background. But still no form a homogeneous culture. the way the school environment maintains the existence of diversity What exists is to provide similar facilities for all students, one of which is in support religious activities.

Diversity at SMPN 3 Blitar is in accordance with the salad bowl design initiated by Horace Kallen. The salad bowl design expresses different backgrounds put together like salad ingredients in the same place, but do not form the same entity (Kalman, 2010). seen with the school environment as a place of education is likened to a bowl intended to be filled with various kinds of community entities. Meanwhile, the salad is served as an entity which are different but can be put together without having to merge into one. So it looks every entities can maintain different qualities. At SMPN 3 Blitar, it can be seen that the majority are students and teachers come from Islam and added students and educators from Christianity, Catholicism, Hindu. In other words. The dominant group no longer distinguishes the existing minority group around them.

Social Science Teacher Supporting Factors in Strengthening Students' Pluralism Attitudes at SMPN 3 Blitar

In strengthening students' pluralism attitudes by social studies teachers at SMPN 3 Blitar, social studies teachers certainly don't do it yourself, many elements in the school environment participate in supporting IPS teachers in carrying out their duties. It is like the whole school environment and existing facilities at SMPN 3 Blitar.

Facilities for worship activities for all students and teachers are facilitated by SMPN 3 Blitar well, regardless of a particular religion. For Muslims there is a prayer room for Christians, Catholics and Hindus have a separate space called the religious space. Not only in terms of places of worship, teachers or educators for religious learning are also facilitated by the school so that even though students of different

religions still have religious subject teachers who has its own lesson schedule and is facilitated with textbooks for each religion. Both teachers and students can interact well with each other, there is no difference between students and teacher. The state of the school environment strongly supports social relations in the strengthening process the attitude of pluralism of students so that it really reflects that from various parties appreciate diversity.

From the results of interviews and observations that have been made, the researchers identified what factors could be supporting factors for social studies teachers in strengthening pluralism attitudes in SMPN 3 Blitar with the following results:

1. Learning Support Book

Material related to community pluralism at the junior secondary level is only taught when students sits in grade 8. So to increase students' knowledge regarding pluralism, the school provides various sources of reading books available in the school library. This used as a supporting material for students to increase knowledge. This is also supported by the school by giving rewards or gifts to students who frequent visits to the school library. In this case, the school arranges a schedule of student visits to the library by dividing what day for what class and so on. This is intended for the library can still be enjoyed by everyone. In addition, the school is also welcome students in buying additional books from outside the school if students want and need it because there is only one book that students must have.

2. Praying room

The availability of prayer rooms for all students and teachers is one form of concern SMPN 3 Blitar in maintaining the existence of diversity in the school environment. For social studies teacher himself, the existence of a prayer room for all religions shows that each individual entitled to obtain their rights such as religious activities, so that it becomes a real example of that pluralism has been present in the immediate environment of students. So there is no dominant religion or a minority because all have got their respective rights.

3. Teachers of Various Religions

In strengthening the attitude of pluralism of students. Social studies teachers at SMPN 3 Blitar are also assisted by teachers from another religion. Of course in providing good material from Islam, Christianity, Catholicism, and Buddhism have the same values related to something noble and good. Which are all religions teach kindness. Not only to God but also to fellow human beings, for example, such as respecting others and mutual tolerance with diversity. So matter taught by social studies teachers can be reinforced by students when there is learning religion at school. And also with this, the foundation in establishing relationships with others people will get stronger. Because in terms of general knowledge get knowledge, in terms of Religion also gains knowledge.

4. Environment SMPN 3 Blitar

SMPN 3 Blitar is a school built with a diversity of elements in it, students, parents, and teachers and other support staff. This can be used as the real place of learning related to how pluralism is implemented. With the various elements that exist in the school environment students can practice blending in with each other from time to time from time to time, reminding in kindness, mutual cooperation among friends, and learning from each other value. The lessons learned during school can be used as provisions for students to can merge in a wider environment such as in society later.

Sumantri (1999) explains that social studies subjects have 3 objectives, namely social studies as a

citizenship approach, its concepts and generalizations are social sciences, and materials comes from the real life of the community which is re-examined for educational purposes. So that from the data that researchers get in the field, one of the supporting factors in strengthening attitudes pluralism of social science teachers at SMPN 3 Blitar is the presence of teachers from various religions, as well as civic education teachers. This is aimed at strengthening the attitude of pluralism students, social studies teachers do not stand alone, but are assisted by other teachers with the aim of being mutually beneficial complete. So that the knowledge and experience gained by students is not only limited to general knowledge but also strengthened by religious knowledge.

Inhibiting Factors of Social Studies Teachers in Strengthening Students' Pluralism Attitudes at SMPN 3 Blitar

Regarding the inhibiting factors of social studies teachers in strengthening students' pluralism attitudes at SMPN 3 Blitar, there are several things that cause this to happen. This is also due to the Covid-19 pandemic which is still spreading in Indonesia, resulting in the education sector must carry out limited learning activities. Factors inhibiting social studies teachers in strengthening attitudes student pluralism can be described as follows:

1. Less Study Time

As a result of the Covid-19 pandemic, the education sector experienced limited study time, even to be held online for more than a year. This online is not allow students to come to school. Except when taking middle test questions or activities others that require students to go to school. After online learning is implemented, several time has begun to implement hybrid learning with the provision that students enter online alternately and its capacity is limited in a certain amount. This is certainly a hindrance for IPS teachers at SMPN 3 Blitar in strengthening students' pluralism attitudes, because learning activities are not conducive. Especially during online learning it is difficult for teachers to monitor students. Apart from that at this time in the second semester, learning has been carried out normally, but the lesson hours for each subject lessons are reduced, namely to 2 x 30 minutes which previously was 2 x 45 minutes. So that social studies teachers say that the learning process is not optimal because teachers are required must complete the existing material.

2. Limited Interaction Between Teachers and Students

Due to limited study time, good interaction between teachers and students or students with students in the school environment is very limited. This is also a limiting factor for teachers in strengthening students' pluralism attitudes at SMPN 3 Blitar. For the teacher himself in strengthening the attitude of pluralism in students certainly requires sufficient time for the interaction process students as when learning activities can be done by forming groups of students to discussion or presentation, or students come forward to answer questions from the teacher, but the results the Covid-19 pandemic, this cannot yet be implemented.

Besides that, interaction outside of learning activities is still very limited, for example students interact with other students, playing in the school environment or so on. After learning is complete, students are required to go straight home and are not allowed to carry out activities anything in the school environment. This makes students' time at school very limited because of at 12:30 students are required to go home immediately. So that from the point of view of the IPS teacher there is This pandemic has greatly hampered the process of learning activities. So as to monitor activity student learning teachers are more dominant using social media and so that students can get to know more teachers use social media such as WhatsApp and Google Classroom for each other in groups and discuss related to social studies learning and other learning.

3. The Role of Parents in the Process of Educating Students

Student learning activities are activities that are not only centered on schools, but the environment and parents still have a stake in the student learning process, one of which is in the process of strengthening the attitude of pluralism of students. From the testimony of IPS teachers that the need for synergy between better parents and teachers. So that students can learn optimally and always remember to carry out religious activities. However, the average student's parents who all work make students sometimes forget to be reminded to study or worship when at home. Until when students are at school, some students are sometimes still negligent about how to behave politely and polite.

CONCLUSION

Based on research that has been done under the title Role of Social Science Teacher in Strengthening Students' Pluralism Attitudes at SMPN 3 Blitar can be summed up as follows: role IPS teachers in strengthening students' pluralism attitudes are manifested by echoing an attitude of tolerance and mutual respect, instilling morals in students in the school environment, giving treatment the same for all students at SMPN 3 Blitar, and learn from the surrounding environment as an example behave pluralism. In carrying out the role of the teacher is also supported by several factors including learning support books, prayer rooms, teachers from various religions, and the environment SMPN 3 Blitar. In addition, there are also several factors that become obstacles for social studies teachers in carry out its role in strengthening students' pluralism attitudes including Time reduced learning, limited student and teacher interaction, the role of parents in the educational process student.

RECOMMENDATION AND LIMITATIONS

Based on the results of the conclusions above, the researcher can convey suggestions that might be possible input and can be redeveloped related to the Role of Social Science Teachers in Strengthening Student Pluralism Attitudes to make it even better:

1. Social studies teachers at SMPN 3 Blitar in strengthening the attitude of pluralism students can do interesting learning activities so that students are more active and can increase interaction with other people. In addition, support is needed from various parties, not only from teachers social sciences or from religious teachers alone. So that other teachers can too exemplifies how to behave pluralism in the school environment.
2. All students are expected to be able to socialize well even though it has been a long time carry out distance learning, in addition to continuing to respect diversity and differences around them, both inside and outside the school.

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