

## TEPO SELIRO-CHARGED VALUE CLARIFICATION TECHNIQUE TO INCREASE STUDENT TOLERANCE

Amadea Diva Agatha<sup>1)</sup>, Wahyu Nanda Eka Saputra<sup>2)</sup>

Universitas Ahmad Dahlan

[amadea2000001094@webmail.uad.ac.id](mailto:amadea2000001094@webmail.uad.ac.id)<sup>1)</sup>, [wahyu.saputra@bk.uad.ac.id](mailto:wahyu.saputra@bk.uad.ac.id)<sup>2)</sup>

### Abstract

The attitude of tolerance among students today is certainly very important to be applied in everyday life. We already know that Indonesia has a variety of diversity from language, ethnicity, religion, race, and culture. Without tolerance, there will be many conflicts caused by differences. The low attitude of tolerance is experienced by many students at school, where they do not appreciate and respect each other, and also do not respect the opinions of their friends or mock each other. A low attitude of tolerance certainly arises due to various factors, namely family factors, community environment, and also in the school environment. One alternative service that can be used by guidance and counseling teachers to be able to improve students' tolerance attitudes can be by collaborating with local wisdom, namely with a value clarification program with tepo seliro content. The value clarification program with tepo seliro is contained in four values, namely (a) introspection, (b) critical thinking, (c) caring attitude, and (d) human rights values. This value clarification technique is certainly very suitable if combined with local wisdom, because the value clarification technique itself can help students choose and consider the values that students have chosen and later these values can be implemented in everyday life. The purpose of this research is to help improve students' tolerance attitude so that students can appreciate and respect more in various differences in their lives. The method in this research is to use a literature review sourced from various articles and journals. The literature review in this study can also be the basis and reference for further research in testing its effectiveness.

**Kata Kunci:** *Tolerance, Technique Value Clarification, Tepo Seliro*

### 1. Introduction

The attitude of mutual respect and respect will certainly have an impact on harmony, harmony and peace between each individual in the various diversities that exist in Indonesia. the diversity or differences that exist in ethnicity, religion, race and culture should be thanked as well as possible (Muti, 2023). This will certainly arise an attitude of mutual respect in each individual, such as an attitude of tolerance, because people who know to place an attitude of tolerance will trigger harmony (Zainuri et al.,

2022). with tolerance in the form of mutual respect and respect will lead to harmony and harmony towards various kinds of differences that are owned in each individual or group without discrimination, this is what makes tolerance important and must be applied.

Low tolerance attitudes are still common among students. A study on tolerance attitudes shows several deviant phenomena in the field, such as not respecting friends of different religions, not respecting their friends' opinions, and mocking each other (Agnes Indra Runisa, 2022). Other researchers also said that diversity in each person which includes language, culture, religion, and ethnicity can cause disharmony and incompatibility in everyone who has a low tolerance attitude (Mahardhani, 2022).

The low attitude of tolerance in students does not suddenly appear in students. then it arises because of various certain factors that can reduce students' tolerance attitudes. The first causative factor in a low attitude of tolerance is family factors that lack understanding related to respecting and respecting every difference (Rochayati, 2023). Some of these factors will have several impacts such as having low self-esteem, feeling more depressed, liking to be alone, anxious and feeling out of place, all of which arise due to a lack of understanding of tolerance (Nurhidayah et al., 2021). Other research also suggests that another impact is the loss of mutual respect and respect for every diversity that exists in a person (Nugraha et al., 2022).

The low attitude of tolerance among students can be helped by the Value Clarification Technique (VCT). Value clarification techniques can help students explore, determine and establish values in their own lives (Theofilus, 2019). Counselors can use value clarification techniques with one of the local wisdom values that can be used to improve tolerance attitudes, namely "tepo seliro". The value clarification technique will certainly be effective in instilling values coupled with tepo seliro content to increase tolerance (Badruli, 2022). Because this value clarification technique itself emphasizes how a person builds or applies values that are considered good which can later be reflected in a behavior.

Tepo seliro is one of the values of life that means "tolerance". In particular, this value is indeed very popular as a value owned by the Javanese community, but the

value of tolerance is a universal value that is ideally owned by all communities regardless of cultural boundaries

in any aspect (Nafisah, 2023). There are four values contained in tepo seliro itself, namely (1) introspection that exists in each individual shows a humble attitude in order to be able to appreciate the shortcomings or advantages possessed by every other individual, (2) critical thinking, namely individuals who do not just accept raw information, (3) caring attitude, namely so that one another does not insult, denounce, judge, etc., and (4) the value of human rights to help and protect each other (Intania et al., 2021).

The clarification technique in the content of local wisdom in the form of tepo seliro will certainly be able to help students to improve tolerance attitudes. From one study, it is said that the value clarification technique has been proven effective for improving students' tolerance attitudes (Gunawan et al., 2021). Therefore, we do not need to doubt the value clarification technique which is able to improve tolerance attitudes because students are asked to find good values for themselves, the difference here is that researchers use cultural teaching content in the form of tepo seliro teachings. Therefore, this study aims to improve tolerance attitudes in students with tepo seliro teachings.

## 2. Methods

Jenis penelitian ini termasuk jenis penelitian kajian pustaka atau literatur. Penelitian ini bertujuan untuk menggambarkan kebermaknaan teknik *problem solving* dalam konteks bimbingan kelompok sebagai alternatif solusi untuk meningkatkan komunikasi interpersonal siswa SMA. Pengumpulan data yang digunakan yaitu mengumpulkan data dari berbagai artikel ilmiah yang relevan, buku dan jurnal yang relevan dengan teknik *problem solving* sebagai upaya untuk meningkatkan komunikasi interpersonal siswa. Instrumen yang digunakan dalam penelitian ini yaitu peneliti sendiri. Analisis yang dilakukan yaitu dengan cara menghubungkan, membandingkan, menginterpretasikan dan menarik kesimpulan dari para ahli sebelumnya dengan menggunakan sumber kepustakaan dan literatur.

### 3. Research and Result

Based on the literature review found from scientific journals, there are five articles related to the topic of this research. The five articles are described in the table below, namely:

Table 1. *Description Of Literature Review Sources*

No.	Title	Author	Research Results	Year
1.	Development of a Value Clarification Technique Guide with Javanese Pitutur Luhur to Improve Student Morality	Rachmawati and Alief Rizky	Based on the results of the analysis, it is characterized by many criminal cases and juvenile delinquency, resulting in low morality values. However, after being provided with services using value clarification techniques containing Javanese pitutur luhur can provide changes in the morality value of students (Rachmawati, 2019).	2019
2.	The Effectiveness of Value Clarification Technique (VCT) Learning Model in Developing Students' Attitudes	Sara Puspitaningsih Tyas and Mawardi	Based on the results of the analysis, it has been found that using the Value Clarification Technique (VCT) model can provide significant changes in student attitudes rather than conventional learning models (Tyas & Mawardi, 2016).	2016
3.	Improving Junior High School Students' Responsibility Awareness Through the Use of Value Clarification Technique	Romia Hari Susanti	Based on the results of the pretest, several students were taken who had a low level of responsibility awareness. However, after being given the value clarification technique by giving a case in which the value of responsibility awareness is contained, it turns out to be effective and helps students focus on moral issues between right and wrong that must be faced in the reality of their lives (Susanti, 2015).	2015

4.	The Effect of Values Clarification Group Counseling on Increasing Religious Tolerance Attitude	I Made Sonny Gunawan, Made Gunawan and Reza Fulaifi	The results of the pre-test assessment in the experimental group showed a low attitude of tolerance between religious communities. So in this study, it states that students' inter religious tolerance attitudes have increased after being given a values clarification counseling intervention with modeling techniques (Gunawan et al., 2021).	2021
5.	The Effect of Value Clarification Technique on Understanding the Value of Tolerance of Boarding and Regular Students in Grade X through Civics Learning at SMA Muhammadiyah Bantul	Irmawati	The results showed that there was a difference in the effect of using value clarification techniques on understanding the value of tolerance between boarding and regular students. Then it is proven by the results of the calculation of the gain score, that the gain value obtained in the boarding class (0.34) is greater than the gain value obtained by the regular class (0.32) so that the use of value clarification techniques is more effective if used by boarding classes than regular to improve tolerance attitudes in schools (Irmawati, 2017).	2017

Based on the literature review table above, which comes from scientific journals related to the topic of this research, it can be concluded that the value clarification technique has been proven effective and can provide changes and develop good attitudes in students.

**Research Discussion**

Tolerance in Latin "Tolerate" which means restraint, patience, respect for others, broad minded and tolerant of people with different opinions or religions (Alfian, 2016). Meanwhile, according to KBBI, tolerance is the nature or attitude of tolerance. The meaning of tolerant itself is to be or to tolerate (appreciate, allow, allow) the stance (opinions, views, beliefs, habits, behaviors, etc.) that are different or contrary to one's own stance (Sasmita, 2018).

In terms of tolerance, it means respecting, allowing, allowing the

establishment of opinions, views, beliefs, habits, behaviors and so on that are different or contrary to the founder himself (Rizkiadi et al., 2023). Tolerance is an attitude that has many benefits both for oneself or for others. So the benefit of being a tolerant individual is to allow or allow others to be themselves, respect others, by respecting their respective origins / opinions and backgrounds (Tamsir, 2018).

Tolerance is a behavior that we often encounter in everyday life. So that when someone has low tolerance or lack of tolerance, it causes various negative impacts that are contradictory in their lives. So that when someone has a low attitude of tolerance, he has a selfish attitude, is easily worried and affects social cognition, and lacks a sense of solidarity (Rahayu & Fitriyah, 2020). Another impact will also cause hatred or lack of mutual respect and respect between fellow individuals (Nida, 2020).

Based on the description above, a low attitude of tolerance will certainly have a bad impact on everyday life. Tolerance is very important for us to apply in everyday life. Because the attitude of tolerance itself has the meaning contained in it, namely mutual respect and respect, allowing someone to have an opinion, helping each other.

Value clarification is one of the techniques for guidance and counseling services, because the value clarification technique is one of the learning with values that is used to strengthen the understanding of the values believed by each individual. Conscience values are values that already exist in every human being and then develop into a behavior and how we treat others, while the value of giving is a value that we need to implement or apply which will then be accepted by others, for example such as giving respect, being friendly, fair, unselfish, and generous (Kosasih, 2015). The value clarification technique has a goal, namely to assist students in finding and determining a value that is considered good in dealing with a problem through the process of analyzing existing and embedded values in students and important choices that have been made by students (Witteman et al., 2015) and (Adu et al., 2018).

Each technique certainly has its own advantages, as in the Value

Clarification Technique (VCT) also has this. The value clarification technique has the advantage of training students to communicate their beliefs, life values, practice empathizing with friends who have

different beliefs (Wijayanti, 2013). Meanwhile, according to (Taniredja et al., 2011) Value Clarification Technique (VCT) has several advantages, namely: (a) Can foster and instill values and morals in the internal side field (b) Can explore or clarify and convey the content of the material message delivered so that it makes it easier for the teacher to convey messages of value, meaning and morals (c) Can involve, invite, foster and develop the potential of students, especially in developing attitudes (d) Can assess and classify the quality of moral values in students, (e) Can provide a number of learning experiences from various lives (f) Can counteract, involve, negate, and integrate various moral values in a system of values and morals contained in learners (g) Can provide an overview of moral values that should be accepted and motivate and guide to live properly and morally high.

In this study, researchers will collaborate the value clarification technique with local wisdom in the form of tepo seliro content. There are several values contained in tepo seliro content, namely (1) introspection, (2) critical thinking, (c) caring attitude, and (d) human rights values (Intania et al., 2021). This value clarification technique is certainly very suitable when combined with local wisdom, because the value clarification technique itself can help students choose and consider the values that students have chosen and later these values can be implemented in everyday life. Tepo seliro which means "tolerance" thus tepo seliro itself can be interpreted as the attitude of individuals who are able to understand without having to offend others. Thus, people who have a tepo seliro attitude will not act arbitrarily (Feriandi, 2017).

The use of value clarification techniques according to (Witteman et al., 2016) has three stages in it, which are as follows: (1) Stage 1 Freedom of choice (consists of 3 stages), namely choosing freely, which means the opportunity to make choices that he thinks are good, choosing from various alternatives, which means to make choices from several alternative choices

freely, and choosing after analyzing the consequences that will arise as a result of his choice (2) Stage 2 Appreciate (consists of 2 stages) a feeling of pleasure and pride in the value of his choice, affirming the value that has become an integral part of him in public (3) Stage 3 Doing (consists of 2 stages) the willingness and ability to try to implement it, repeating behavior in accordance with the value of his choice, meaning that the value of his choice must be reflected in his daily life.

Based on the explanation of the stages above, using the value clarification technique combined with the tepo seliro content where at this initial stage students will be directly introduced to the values contained in the tepo seliro content so that students can immediately choose and consider the values that students will take, and the next stage students can boast of the values they take so that later in the last stage students can directly implement them in a behavior in accordance with the values they choose and do consistently in their daily lives in order to increase student tolerance

#### **4. Conclusion**

The low tolerance attitude of students is caused by two factors, namely external factors and internal factors, external factors include family factors, community and educational environment factors, while internal factors arise within themselves. Guidance and counseling teachers certainly play an important role in improving students' tolerance attitudes at school. An attitude of tolerance can be realized if the individual has a good understanding of tolerance from his environment. Therefore, the problem can be overcome by guidance and counseling teachers, one of which is with value clarification techniques that are collaborated with local wisdom values in the form of tepo seliro content to help students determine and choose values that are considered good that can improve tolerance attitudes in themselves and be able to apply them in everyday life.



**Reference**

- Adu, E. O., Ige, O. A., & Adu, K. O. (2018). Action Learning, Value Clarification, Conventional Lecture Method, and Secondary School Students' Attitude to Information and Communication Technology Concepts in Social Studies in Rural Learning Ecologies. 11–26.
- Agnes Indra Runisa. (2022). Pendidikan Sikap Toleransi Bagi Peserta Didik Beragama Katolik Di SMP Negeri 14 Palangkaraya. *Sepakat : Jurnal Pastoral Kateketik*, 8(1), 01–15. <https://doi.org/10.58374/sepakat.v8i1.55>
- Alfian, D. (2016). Model Toleransi dalam Eksegese Khotbah Areopagus. 6(2). <https://doi.org/10.15642/religio.v6i2.599>
- Badruli, M. (2022). Pengembangan Konsep Diri Dalam Pendidikan Karakter Melalui Teknik Klarifikasi Nilai (pp. 284–295). CV. Pena Persada. <https://repository.um-surabaya.ac.id/6403/>
- Creswell, J. (2015). Riset pendidikan: Perencanaan, pelaksanaan, dan evaluasi riset kualitatif & kuantitatif.
- Feriandi, Y. A. (2017). Menggali Nilai Nilai Kearifan Lokal Budaya Jawa Sebagai Sumber Pendidikan Karakter. 1.
- Gunawan, I. M. S., Gunawan, M., & Zulaifi, R. (2021). Pengaruh Konseling Kelompok Values Clarification Terhadap Peningkatan Sikap Toleransi Beragama. *Jurnal Ilmiah Mandala Education*, 7(4). <http://dx.doi.org/10.58258/jime.v7i4.2359>
- Intania, N. I., Sadewa, A., Sahara, A., Yulianti, E., Melati, E., Fadilah, S. N., Khafifah, T. N., & Azizah, I. (2021). Implementasi budaya tepo seliro sebagai wujud pembinaan karakter peserta didik generasi alpha dalam pembelajaran IPS. 8(2), 183–201. <https://doi.org/10.21831/jipsindo.v8i2.41967>
- Irmawati, I. (2017). The Effect Of Value Clarification Techniques On The Understanding Of Tolerance Of Grade Ten Boarding And Regular Students Through Learning PKN In SMA Muhammadiyah Bantul. *E-CIVICS*, 6(4).
- Kosasih, A. (2015). Konsep Pendidikan Nilai. *Journal of Chemical Information and Modeling*, 53(9), 1689–1699.
- Mahardhani, A. J. (2022). Koeksistensi Berbasis Moderasi Beragama: Konstruksi Keharmonisan Antar Umat Beragama di Desa Gelangkulon Ponorogo. *ASKETIK*, 6(2), 243–258. <https://doi.org/10.30762/asketik.v6i2.457>
- Muti, A. (2023). Nilai-Nilai Budaya Dalam Buku Teks Bahasa Indonesia Kelas IX Terbitan Tiga Serangkai Pustaka Mandiri Tahun 2020. 5(1). <https://doi.org/10.31004/jpdk.v5i1.11935>
- Nafisah, N. I. (2023). Nilai-nilai budaya Jawa Tepo Seliro dalam Tafsir Al-Iklil [Undergraduate, Universitas Islam Negeri Maulana Malik Ibrahim]. <http://etheses.uin-malang.ac.id/51528/>

- Nida, K. (2020). Pergeseran Nilai Ungguh—Ungguh Oleh Generasi Muda Dalam Masyarakat Jawa (Studi Kasus Masyarakat Desa Getassrabi Kecamatan Gebog Kabupaten Kudus). *Sosial Budaya*, 17(1), 46. <https://doi.org/10.24014/sb.v17i1.9694>
- Nugraha, S. A., Nurismawan, Ach. S., & Naqiyah, N. (2022). Meningkatkan Pengetahuan Siswa SMK tentang Bahaya Phubbing (Phone Snubbing) melalui Penyuluhan Budaya Tepo Seliro. *JURNAL KREATIVITAS PENGABDIAN KEPADA MASYARAKAT (PKM)*, 5(9), 2909–2915. <https://doi.org/10.33024/jkpm.v5i9.6848>
- Nurhidayah, I., Aryanti, K. N., Suhendar, I., & Lukman, M. (2021). The Relationship Between Peer Pressure With Bullying Behavior In Early Adolescents. *Journal of Nursing Care*, 4(3). <https://doi.org/10.24198/jnc.v4i3.31566>
- Rachmawati, A. R. (2019). Pengembangan panduan teknik klarifikasi nilai bermuatan pitutur luhur Jawa untuk meningkatkan moralitas siswa / Alief Rizky Rachmawati [Diploma, Universitas Negeri Malang]. <http://repository.um.ac.id/116791/>
- Rahayu, D. W., & Fitriyah, F. K. (2020). Pengaruh Sikap Toleransi terhadap Perilaku Agresif pada Siswa Sekolah Dasar di Kota Surabaya. *Jurnal Konseling Gusjigang*, 6(2). <https://doi.org/10.24176/jkg.v6i2.5830>
- Rizkiadi, S. A., Wicaksono, N. D., Sudrajat, A. R., Junianto, Y. A., & Munandar, Z. B. (2023). Minimnya Pemahaman Toleransi Antar Umat Beragama Pasca Terjadinya Bencana di Cianjur. 1(1).
- Rochayati, D. (2023). Internalisasi Nilai-nilai Toleransi dalam Pembelajaran Pendidikan Agama Islam di SMP YADIKA 3 Kota Tangerang.
- Sasmita, W. (2018). Tradisi Upacara Ritual Siraman Sedudo Sebagai Wujud Pelestarian Nilai—Nilai Sosial. *Jurnal Ilmiah Pendidikan Pancasila dan Kewarganegaraan*, 3(2), 207. <https://doi.org/10.17977/um019v3i2p207-214>
- Susanti, R. H. (2015). Meningkatkan Kesadaran Tanggung Jawab Siswa SMP Melalui Penggunaan Teknik Klarifikasi Nilai. 1(1). <https://doi.org/10.21067/jki.v1i1.855>
- Tamsir, T. (2018). Membangun Toleransi Di Sekolah; Sebuah Eksplorasi Nilai-Nialai Pendidikan Toleransi. *TOLERANSI: Media Ilmiah Komunikasi Umat Beragama*, 10(1), 68. <https://doi.org/10.24014/trs.v10i1.5721>
- Taniredja, T., Faridli, E. M., & Harmianto, S. (2011). Model-model pembelajaran inovatif. Alfabeta. <http://repository.uinsu.ac.id/2575/>
- Theofilus, P. (2019). Model pembelajaran value clarification technique (VCT). *Riksa Bahasa: Jurnal Bahasa, Sastra, Dan Pembelajarannya*, 5(2), 215–220.
- Tyas, S. P., & Mawardi, M. (2016). Keefektifan Model Pembelajaran Value Clarification Technique Dalam Mengembangkan Sikap Siswa. *Satya Widya*, 32(2), Article 2. <https://doi.org/10.24246/j.sw.2016.v32.i2.p103-116>

- Wijayanti, A. T. (2013). Implementasi Pendekatan Values Clarivication Technique (Vct) dalam Pembelajaran Ips Sekolah Dasar. 10(1).
- Witteman, Chipenda Dansokho, S., Exe, N., Dupuis, A., Provencher, T., & Zikmund-Fisher, B. J. (2015). Risk Communication, Values Clarification, and Vaccination Decisions: Vaccination Decisions. *Risk Analysis*, 35(10), 1801–1819. <https://doi.org/10.1111/risa.12418>
- Witteman, H. O., Scherer, L. D., Gavaruzzi, T., Pieterse, A. H., Fuhrel-Forbis, A., Chipenda Dansokho, S., Exe, N., Kahn, V. C., Feldman-Stewart, D., Col, N. F., Turgeon, A. F., & Fagerlin, A. (2016). Design Features of Explicit Values Clarification Methods: A Systematic Review. *Medical Decision Making*, 36(4), 453–471. <https://doi.org/10.1177/0272989X15626397>
- Zainuri, A., Maulidia, F., & Amrullah, M. K. (2022). Mengelola Nilai-Nilai Toleransi Dalam Kemajemukan Agama Di Desa Sukoreno Kecamatan Umbulsari Kabupaten Jember. *Al-Adyan: Jurnal Studi Lintas Agama*, 17(2)..