LITERATUR REVIEW: APPLICATION OF CHARACTER-BASED PUZZLE MEDIA TO ENHANCE TOLERANCE IN ELEMENTARY SCHOOL STUDENTS

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Abstract. *The purpose of this study was to analyze the application of character-based puzzle media in increasing tolerance in grade IV elementary school students. The method used is descriptive qualitative using literature study as a data collection technique. The application of character-based puzzle media in social studies learning in elementary school can help students increase tolerance, strengthen understanding of cultural differences and increase cooperation. The results showed that character-based puzzle media helps students understand differences and diversity in a concrete way and can increase cooperation between students. Through puzzle solving activities, students learn to work together and listen to other people's opinions in achieving common goals. Strong cooperation is an important asset in students' social life. Therefore, this character-based puzzle learning media can be widely implemented in social studies learning in elementary school to enrich students' learning experiences and form a more tolerant generation.*

Keywords: *Media Puzzle, Tolerance.*

1. INTRODUCTION

The phenomenon of moral degradation is a prominent issue in society. Some cases of children's character deviations that occur at various ages are likely to be the impact of incomplete education at an early age, as well as adverse effects due to the surrounding environment. This emphasizes the need to instill character education in children.

Character education is important because it involves all parties, both in the family, community and educational environment. Character education is a person's conscious effort to realize virtues that aim to help, understand, care about and implement ethical values (Lickona, 1991). Character education has become a pressing concern in education, serving as a vital component in shaping the nation's moral fiber and laying the groundwork for achieving Indonesia Emas 2025 (Widodo, 2021).

The importance of character education in social life emphasizes the need to instill character values in students through school learning activities. One of the character values instilled is the value of tolerance which aims to enable students to appreciate a difference that exists in real life. The hope that is always conveyed is that the Indonesian nation is always intact, united, democratic, fair, prosperous without discrimination in line with the motto of Bhineka Tunggal Ika.

One way to improve the character of tolerance in students is through character-based puzzle educational learning media that can be used in schools. The puzzle educational media can shape student behavior in discipline, cooperation, hard work, independence, respect and care for the social environment (Dewi & Handayani, 2019). Educational media is an effective medium for instilling values in students. Especially elementary

school students are identical to playing while learning. Puzzle media is one of the learning media solutions suitable for elementary school students that contains elements of play, therefore puzzles are considered as media that can be used in instilling character education in students (Mardiana et al., 2021).

Some previous research results state that puzzle media related to character education can foster character in students. Audio-visual based puzzle media with character strengthening is feasible to use in the learning process and can increase student's tolerance attitude which is reflected in the attitude of being able to appreciate differences when testing the validity of the product (Setyorini et al., 2022). Puzzle media based on local wisdom containing character values is one of the means in developing character in students, because children prefer games that are considered interesting and not boring during learning (Utomo et al., 2019). The research gap from the above studies is the scarcity of research on the effectiveness of character-based puzzle media in enhancing tolerance among students from diverse cultural backgrounds.

The purpose of this study was to analyze the effectiveness of the application of character-based puzzle media in increasing tolerance of elementary school students, because character development during this period is ideal for integrating character values into the curriculum. Through this educational media, students will be able to increase their understanding and attitude of tolerance in interacting with others, especially in the context of cultural diversity and differences in worldview.

With this research, it is expected to make a positive contribution to the development of character education, especially in developing the character of tolerance in elementary school students. Through appropriate and innovative educational learning media, it is hoped that students can grow into individuals who appreciate differences, understand diversity, and are able to establish harmonious relationships with fellow human beings.

2. LITERATURE REVIEW.
2.1 Puzzle Media
Media, in a linguistic sense, facilitate message transmission from sender to receiver. In learning environments, media encompass graphic, photographic, and electronic tools for processing and presenting visual and verbal information (Ramli, 2012).

Media can be teachers, classmates, textbooks, or school and outside environments that help students learn and participate (Jalinus & Ambiyar, 2016; Smaldino et al., 2012).

Learning media refers to a planned communication tool that conveys essages from a source, creating a conducive learning environment where students, as recipients, can engage in effective and efficient learning activities (Munadhi, 2013:7). Learning media uses software and hardware to teach students individually or in groups, sparking their interest and making learning more effective inside and outside the classroom (Jalinus & Ambiyar, 2016).

The learning media in this study is a character-based puzzle media designed to enhance tolerance among elementary school students. Puzzles facilitate active learning through exploration and experiential learning (Kolb, 1984). Puzzle is a type of problem-solving game that involves assembling fragmented images or words into a complete form (Rohman, 2015; Rosdijati, 2012). A puzzle is an educational game comprised of fragmented images, aiming to develop creativity, orderliness and focus (Soebachman, 2012). This educational media teaches children self-control when facing problems, a crucial component for emotional managemen (Mardiana et al., 2021).

Puzzle media entails dismantling and reconfiguring image pieces into a cohesive whole (Depdiknas, 2006). This puzzle activity fosters teamwork and open communication among students while reconstructing images. Puzzle media not only facilitates teaching but also enhances students' learning experiences, leading to optimal academic outcomes (Saputra & Selviana, 2021).

The objectives of puzzle games include fostering teamwork, logical-mathematical intelligence, solidarity, and mutual respect among students, while promoting engaging

learning experiences (Nisak, 2011). Character-based puzzle media facilitates students' moral value acquisition and practical application in real-life situations. Character-based puzzle media fosters responsible behavior and collaborative teamwork among students (Utami et al., 2021).

2.2 Tolerance

According to Presidential Regulation No. 87/2017 on Strengthening Character Education, Article 3 states that character education encompasses values such as religiousness, honesty, tolerance, discipline, hard work, creativity, independence, democracy, curiosity, nationalism, patriotism, appreciation for achievement, communicativeness, peacefulness, love for reading, environmental awareness, social care, responsibility.

Tolerance is an important character value for elementary school students to respect and appreciate differences among friends. Tolerance is also essential in academic settings, facilitating constructive dialogue and reconciling divergent viewpoints.

Tolerance involves respecting and accepting diversity, refraining from imposing personal beliefs or values (Rusyan, 2013).

Tolerance means respecting and appreciating differences in culture, expression, opinions, and beliefs (Poerwadarminta, 1986; Walzer, 1997). Tolerance is the foundation for peace, fostering openness, acceptance, and appreciation of uniqueness (Galtung, 1967; Tillman, 2000). According to Lickona, tolerance is a principle that should be taught in schools, reflecting a respectful attitude (Lickona, 2015).

Three strategies for fostering tolerance among students include: a) teching effective modeling and nurturing techniques from an early age; b) Providing methods to promote acceptance, appreciation, and respect for diverse talents, cultures, and roles; c) Challenging conventional stereotypes before they become lifelong biases (Borba, 2008). Umar Hasyim Tolerance is an attitude or action that respects others' autonomy, allowing them to express their opinions, beliefs, and values without imposing one's own will, while maintaining social harmony and order (Muawanah, 2018).

The essence of tolerance lies in refraining from imposing one's will on others and maintaining harmony among people, making it a crucial trait in national life (Widiatmaka et al., 2022).

3. RESEARCH METHODS

This research uses descriptive qualitative method by using literature study as data collection technique. Descriptive qualitative methods are used to gain an in-depth understanding of character-based Puzzle Media to increase student tolerance in elementary schools.

Descriptive qualitative methods are used to describe a phenomenon or event in detail and in depth by paying attention to the context and related situations (Creswell, 2019). In this method, the sources used by researchers are obtained from scientific journals, books, and other documents. Data analysis was carried out by studying and reviewing the results of previous studies and related documents to gain a deeper understanding of character-based Puzzle Media to increase student tolerance. Thus, descriptive qualitative method using literature study is the right method to answer the problem formulation in this research.

4. RESULTS AND DISCUSSION

Based on some data from previous studies regarding the effect of applying character-based puzzle media in increasing student tolerance, it can be seen in Table 1.

Table 1. Collection of Articles to Analyze

Research Name & Year	Title	Finding
Utomo, Djakariah, & Thene. 2019	Socialization of Character Education Based on Local Wisdom for Children through Puzzle Media in Penfui Timur Village, Kupang Tengah District, Kupang Regency	Puzzles grounded in local wisdom promote character development, enhancing cognitive, motor, and social abilities
Mardiana, Pratiwi, & Yanuarsari. 2021	Analysis of Puzzle Educational Media for Early Childhood Character Education	Puzzle educational media offers a viable solution for delivering character education to children
Putu Giri Sadhana. 2022	Perancangan *puzzle* untuk menanamkan nilai kebhinekaan pada anak usia 6-10 tahun. IKONIK: *Jurnal Seni dan Desain.*	Dengan adanya media edukasi *puzzle* kebhinekaan, dapat membantu siswa untuk terbiasa dengan perbedaan yang ada di kehidupan sehari-hari.
Setyorini, Bintartik, & Sumanto. 2022	Development of Audio-Visual Puzzle Media with Enhanced Tolerance Character on the Subtheme 'The Beauty of Unity and Harmony in My Country' for Grade IV Students at Kauman 1 Elementary School, Blitar City	Audio-visual puzzle media incorporating tolerance character reinforcement is suitable for learning the subtheme 'The Beauty of Unity and Harmony in My Country

A. The Use of Character-Based Puzzle Media as a Visual and Interactive Tool in Social Studies Learning in Elementary School to Develop Tolerance in Children.

Character education using character-based puzzle media is one of the alternative solutions that can be used in learning to develop students' potential to become human beings in accordance with the precepts of Pancasila. This is in line with the function of national education, which is to develop the ability and shape the character and civilization of a dignified nation in order to educate the nation's life, and to develop the potential of students to become human beings who are faithful and devoted to God Almighty, have morals, are healthy, knowledgeable, creative, independent and become democratic and responsible citizens (Depdiknas, 2003).

Puzzle media is a tool that can provide an interesting and fun learning experience for students. Through this media, students can understand differences and diversity in a concrete way and feel more real, thus helping them to better internalize the concept of tolerance (Maviro, 2017).

In this case, puzzle media can function as a visual tool that shows differences and diversity directly to students (Nurfadhillah Dkk, 2021). Character-based puzzle media is one of the learning media in instilling character education that students like, because they can learn while playing according to the characteristics of elementary school students. The moral message in each puzzle that contains diversity in everyday life so

that students can be contextualized in learning and easy to understand (Utomo et al., 2019). By involving students directly, they can gain a deeper understanding of differences and diversity (Sugrah, 2019). With character-based puzzle media, students can also understand that differences are true and it is hoped that there will be no more debate and intolerance of these differences (Sadhana, 2022).

It can be seen that the use of character-based puzzle media as a visual and interactive tool in learning social studies in Class IV SD provides an interesting and enjoyable learning experience for students and helps students internalize the concept of tolerance well and feel firsthand the importance of respecting differences in everyday life. In addition, students also have a high level of enthusiasm for learning because they use puzzle media in social studies learning (Hafidah et al., 2020).

B. The Use of Character-Based Puzzle Media in Social Studies Learning in Grade IV SD Makes Students Gain a Better Understanding of Cultural Diversity

The use of puzzle media in social studies learning in Class IV SD is proven to have a significant positive impact on students' understanding of cultural differences. Through the educational media, students can develop a better understanding of the cultural diversity around them. It can help them broaden their perspective and accept diversity as something natural and rich.

The use of puzzle media also plays an important role in improving students' understanding of cultural differences. Puzzle media provides a concrete visualization of cultural differences that students can learn from. For example, students can be given a puzzle that illustrates a social diversity behavior. Students must assemble the puzzle so that they can visually see how to behave when different This can help students gain a better understanding of cultural diversity and differences that exist (Wahid et al., 2022).

In addition, the use of character-based puzzle media can contribute to strengthening intercultural tolerance in students and is suitable for use in learning (Setyorini et al., 2022). In the context of puzzle media, students are invited to work together in completing tasks, building cooperation, and appreciating the contribution of each individual in achieving common goals.

It is understood that the use of puzzle media in social studies learning in elementary schools can make a significant contribution in improving students' understanding of cultural differences. Through reflection, discussion, and visual experience provided by puzzle media, students can develop a deeper understanding, appreciate differences, and strengthen intercultural tolerance. Thus, the use of character-based puzzle media can be considered as an effective approach in improving social studies learning and student character development at the elementary level.

C. The Use of Character-Based Puzzle Media in Social Studies Learning in Grade IV SD Makes Students Able to Strengthen Communication and Cooperation.

The use of character-based puzzle media in social studies learning in elementary schools not only has a positive impact on students' understanding of cultural differences, but also in strengthening students' communication and cooperation. . In the context of puzzle media, students are also invited to work together in solving problems and completing tasks in teams. They need to collaborate, share ideas, and help each other to achieve a common goal (Amin, S. & Sumendap, 2022).

This development of strong communication and cooperation is not only beneficial in the context of social studies learning, but it is also an important skill that will help students in their daily and future lives. Character-based puzzle media also plays a role in strengthening students' communication and cooperation. Puzzle media requires students to work together in solving problems and achieving predetermined goals. For example, students are given a puzzle that requires teamwork to solve. Each team

member must communicate, listen to each other, and take the appropriate role to achieve the puzzle solution.

The study above shows that the use of character-based puzzle media in elementary social studies learning is effective in strengthening students' communication and cooperation. This character-based puzzle media provides a significant contribution in strengthening students' communication and cooperation. Through social interaction, discussion, reflection, and cooperation activities carried out with both methods, students can practice communication and cooperation skills needed in everyday life. Therefore, it is recommended that teachers in social studies learning in elementary school consider using character-based puzzle media as an effective strategy to strengthen students' communication and cooperation**.**

CONCLUSION

Based on the research results previously described, it can be concluded that the use of character-based puzzle media in social studies learning in elementary school has significant benefits in developing students' tolerance character. Character-based puzzle media in social studies learning in elementary school has a positive impact in developing students' tolerance character. The use of this educational media strengthens students' understanding of cultural differences, strengthens communication and cooperation, and increases students' involvement in learning. Therefore, it is recommended that this approach be applied more widely in social studies learning in elementary schools to enrich students' learning experiences and develop more tolerant and civilized characters.
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