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EMPOWERMENT OF EARLY CHILDHOOD EDUCATORS IN PASURUAN REGENCY IN FORMING AN ATTITUDE OF TOLERANCE IN EARLY CHILDHOOD

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ABSTRACT

One of the major social issues currently faced in Indonesia, particularly in Pasuruan Regency, is intolerance. Educational institutions play a strategic role in instilling values of tolerance to reduce intolerant attitudes, especially from early childhood education. However, early childhood education institutions in Pasuruan Regency face challenges related to educators' limited understanding of how to foster tolerant attitudes among young children. This community service activity aimed to enhance the knowledge and understanding of early childhood educators regarding the formation of tolerant attitudes in early childhood learners. The program was conducted over four months and involved early childhood educators in Pasuruan Regency, totalling 50 participants. The method employed was educational counseling delivered through lectures and question-and-answer sessions. Participants' knowledge levels were measured using a *pre-test* questionnaire prior to the counseling session and a *post-test* afterward to assess knowledge improvement. The results indicated that only 10 participants (20%) demonstrated adequate knowledge in the *pre-test*, while *post-test* results showed a significant increase, with 40 participants (80%) demonstrating improved understanding. In conclusion, educational counseling activities for early childhood educators in Pasuruan Regency effectively increased their knowledge in fostering tolerant attitudes among early childhood learners.

Keywords: Early Childhood, Educators, Tolerance

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INTRODUCTION

One of the pressing issues in Indonesian society, particularly in Pasuruan Regency, is intolerance. Indonesia is highly vulnerable to intolerance arising from differences in religion, ethnicity, and culture, as Indonesian society is inherently multicultural. Therefore, tolerance should be instilled from an early age. Teaching tolerance at an early stage is beneficial for children's psychological and social development. As children begin to interact with their peers, egocentric tendencies may emerge. Without early tolerance education, conflicts may arise due to individual differences (Setiabudi, 2022).

Children under the age of four tend to exhibit egocentric behavior. From as early as one year old, children's subconscious minds are capable of absorbing behaviors demonstrated by parents and people in their surroundings. This highlights the crucial role of early childhood educators in instilling values of tolerance and mutual assistance, particularly in stimulating children's readiness to accept the presence of others who are different from themselves (Syaikhon, 2015).

Many families live in diverse communities with neighbors of different backgrounds, religions, cultures, ethnicities, and languages. Both the home environment and educational institutions play significant roles in developing tolerant attitudes. When children are exposed to heterogeneous environments, they are more likely to understand and respect differences and social practices, as children tend to learn from what they see and hear from people around them (Japar, 2020).

As educators and future generation builders, teachers have a responsibility to instill tolerance and mutual cooperation from an early age. Educators who

consistently demonstrate tolerant behavior in their daily interactions significantly influence early childhood learners, encouraging them to respect diversity within their environment (Syaikhon, 2022).

Most early childhood educators in Pasuruan Regency are high school graduates, resulting in limited academic knowledge related to early childhood education, particularly regarding the formation of tolerant attitudes. Therefore, additional academic enrichment is necessary to enable educators to effectively instill tolerance values in their learners.

Through this community service program, the authors provided educational counseling for early childhood educators in Pasuruan Regency on fostering tolerant attitudes in young children. This initiative is expected to contribute to the development of a generation that embodies *rahmatan lil alamin*, characterized by mutual respect and appreciation.

OBJECTIVES

General Purpose

To enhance the knowledge and understanding of early childhood educators regarding the cultivation of character values in early childhood learners.

Special Purpose

To improve the knowledge and understanding of early childhood educators regarding the formation of tolerant attitudes among early childhood learners.

PLAN OF ACTION

Strategy Plan

The strategy employed in this community service program was educational counseling for early childhood educators. The program was conducted from January to September, beginning with proposal preparation, team coordination,

partner communication and formal permission, program implementation, and final reporting.

Implementation

The community service implementation process consists of three stages:

1. **Pre-activity**, consisting of a strategy meeting, site survey, and preparation of facilities and infrastructure.

The strategy meeting for this activity is led by the head of the implementation committee to discuss the strategy and planning of the community service program to be implemented. The survey aims to organize the equipment layout and format of the activity. Meanwhile, the preparation of facilities and infrastructure discusses the location and venue for the activity.

2. **Implementation, consisting of counseling, a pre-test, and a post-test**

Counseling on developing tolerance in early childhood was delivered by the head of the community service program using a lecture and question-and-answer method. A pre-test was administered before the presentation using a questionnaire given to respondents to determine their level of knowledge about developing tolerance in early childhood. The post-test aimed to determine the increase in respondents' knowledge from before the counseling session to after the counseling session.

3. **Post-Activity, consisting of report preparation and evaluation**

This is the final stage of the community service program, consisting of evaluation and activity report preparation. Evaluations are conducted before and after the outreach program.

The pre-outreach evaluation aims to determine educators' initial knowledge regarding the development of tolerance in early childhood. The post-outreach evaluation aims to identify changes in their understanding of the development of tolerance in early childhood. The evaluation instrument used is a questionnaire, with assessment indicators including:

- a. Knowledge about the value of tolerance
- b. Knowledge about instilling tolerance in early childhood
- c. Knowledge about instilling tolerance in early childhood.

Setting

This community service program was held at KB Anggrek, Randupitu village, Gempol sub-district, Pasuruan regency, and lasted for nine months.

Target

The target participants in this community service activity were early childhood educators in the Pasuruan district, totaling 50 participants.

RESULTS AND DISCUSSION

The results achieved from the community service program, "Empowering Early Childhood Educators in Pasuruan Regency to Foster Tolerance in Early Childhood," are as follows:

This community service activity was implemented in the form of counseling on fostering tolerance in early childhood. The following is a general description of the participants in the community service counseling.

Table 1. Distribution of Respondents by Age

No	Age Group	Total	Percentage
1.	20-30 yearsold	5	10
2.	31-40 yearsold	35	70
3.	41-50 yearsold	15	20
Total		50	100

Based on the table above, it was found that the majority of participants were aged 31-40 (35 people) (70%), 10 (41-50) (20%), and 5 (20-30) were aged 20-30.

In this community service activity, participants received counseling on fostering tolerance in early childhood. The hope is that this counseling will improve their knowledge and understanding of fostering tolerance in early childhood. Participants' knowledge was assessed using a pre-test and post-test.

The results of the pre-test and post-test for the counseling on Empowering Early Childhood Educators in Pasuruan Regency to Foster Tolerance in Early Childhood are as follows:

Table 2. Pre-Test and Post-Test Results of Respondents Based on Tolerance Attitudes for Early Childhood

<i>Pre-Test</i>				<i>Post-Test</i>			
Knowledge able		Not Knowledge able		Knowledge able		Not Knowledge able	
N	%	N	%	N	%	N	%
10	20	40	80	45	90	5	10

Based on the table above, it can be stated that the pre-test results of participants who knew about the Empowerment of Early Childhood Educators in Pasuruan Regency in the Formation of Tolerance in Early Childhood Children amounted to 10 people (20%), while based on the post-test results, 45 people (90%) knew about the Empowerment of Early Childhood Educators in Pasuruan Regency in the

Formation of Tolerance in Early Childhood Children.

Judging from the pre-test results, most early childhood educators did not know about the formation of tolerance in early childhood children. However, after the counseling, the post-test results almost all early childhood educators understood the formation of tolerance in early childhood children. It can be concluded that there has been an increase in knowledge among early childhood educators in Pasuruan Regency, as the post-test scores were higher than the pre-test scores.

CONCLUSION

Community Service Activity entitled "Empowerment of Early Childhood Educators in Pasuruan Regency in Forming Tolerance for Early Childhood" aims to increase knowledge and understanding of early childhood educators in Pasuruan Regency about forming tolerance for early childhood. The conclusion in the implementation of this community service activity is that the outreach activities for early childhood educators in Pasuruan Regency can increase their knowledge in forming tolerance for early childhood.

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