

GEOGRAPHY LEARNING AS AN EFFORT TO FORM TOLERANCE ATTITUDE

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Abstract

Differences in the geographical conditions of a region resulted in several countries in the world have ethnic and tribal diversity, one of which is Indonesia. It becomes the trigger of conflict and division among the people. The lack of tolerance to accept differences in society threatens the wholeness and security of the state. So, it is necessary to establish an attitude of tolerance, one of them through learning geography. The purpose of geography learning in Indonesia's education curriculum is closely related to fostering tolerance to the nation's cultural diversity. The purpose of this study to determine the ability of geography learning as an effort to establish a tolerance attitude. The method used is descriptive with data collection techniques in the form of literature study, documentation and survey. The results of research found that the learning of geography can be used as an effort to form tolerance attitude. Recommendation proposed is the application of geography learning since the early age of education so that students of early age recognize the differences of ethnic groups as a result of differences in geographical conditions of the region.

Key Words: Geography Learning, Tolerance Attitude

Introduction

Indonesia is the country that has the diversity of the forms of Earth. Mountain, mountains, coast, highlands, lowlands, valleys, and rivers can be found in Indonesia. Circumstances be influenced by the geographical location of Indonesia at the Earth's surface. This has a relation with human activity. One of the main characteristics of the study of geography is study the linkages and relationships between the physical and social elements in the Earth's surface. The more diverse geographical conditions of a region, the more diverse also human activity in it. This affects the socio-cultural diversity of the community. For example, people who live in the coastal region has a style of speech that is harsher compared to people living in mountainous regions. This diversity generates abundant resources but also laden will issue.

UNESCO World report (2009) some people perceive cultural diversity as something positive because it aims to share wealth contained in every culture in the world. Some others consider cultural differences resulted in the loss of a sense of humanity that we have so that it becomes the root of conflicts. The second assumption is now becoming increasingly evident since globalization is resulting in increased interaction and cross-cultural friction that cause the increasing variety of tension, pull the related claims and identity, particularly the issue of religion can be a source of potential debate. Therefore, the fundamental challenge is how to be offers a coherent vision about the meaning of cultural diversity that can explain how it can be beneficial to the action of the international community, and not as a threat.

These circumstances do not rarely triggers conflict solver and between communities. To minimize this there should be a "tool" that became a unifying, one of them by way of fostering attitudes of tolerance. The lack of attitude of tolerance to accept differences within society threatens the integrity and security of the State. The European Commission (2015, p. 5) says

many civic and citizenship education programmes in Europe promote the development of tolerance towards immigrants or, more in general, towards people of ethnic/racial minorities or different cultural backgrounds. Although individuals form their attitudes in multiple settings, schools and educational systems are often perceived the U.S. key agents in nurturing these sentiments in the youth.

A statement from the European Commission confirmed that the growing attitude of tolerance can be done through education. Triandafyllidou (2013. P.14) The New Zealand social survey on the impact of education offers however a more developed and detailed measure of tolerance as a public attitude. The New Zealand survey found tolerance of ethnic diversity was moderately to strongly associated with education. Education is an attempt the transfer of knowledge, habits, and attitudes of reconstruction to the learners through teaching or training.

Geography, one of Indonesia's education matapelajaran, learning geography in Indonesia have been granted since elementary school and middle school (JUNIOR HIGH SCHOOL) is still integrated with matapelajaran social sciences. Ruhimat (2013) says the true geography learning can introduce an object, the location of the object being the dominant reason for existence, the object a location, as well as visualize the relation object's existence in a certain room. In addition to studying academic field of geography education in the curriculum, Indonesia described learning geography also aims to create and update the condition of the physical environment and the social environment as a resource that can be utilized for the welfare of the human being as big as the privately run arif by upholding the values of tolerance of cultural diversity of the nation.

Maryani (2006, p. 10) added, the function of learning geography is to develop knowledge about the patterns of spatial and related processes, developing basic skills in obtaining information and data, communicating and apply knowledge of geography, as well as foster an attitude of awareness and concern for the environment and resources as well as tolerance of diversity in social culture.

Based on the background, this research aims to know us "if learning geography as an attempt could be made to the formation of the attitude of tolerance for students".

Tolerance

UNESCO in the global declaration of principles on tolerance (1995) in points 1.1 to interpret tolerance as:

Tolerance is respect, acceptance and appreciation of the rich diversity of our world's culture, our forms of expression and ways of being human. It is fostered by knowledge, openness, communication and freedom of thought, conscience and belief. Tolerance is harmony in difference. It is not only a moral duty. It is also a political and legal requirement. Tolerance, the virtue that makes peace possible, contributes to the replacement of the culture of war by a culture of peace.

Naim and Sauqi (2010. p. 77) tolerance as an ability to respect nature, kayakinan and behaviors that belong to someone. Tolerance is also translated as an appreciation of diversity. With regard to the explanation, the attitude of tolerance are indispensable in the life of society. In society, human beings do not live alone but rather mutually interact and integrate with other human beings. Diazgranados, Hernandez (2015. p. 75) In fact, contact with difference can lead to enriched lives and to communities that blossom intellectually and culturally, but it can also create tensions and challenges as different groups often have different needs, interests, values

and political inclinations that may enter in conflict with one another. The establishment of tolerance attitude very important to be integrated in education.

Unesco (1994. p. 29) Societies educate to develop values, achieve goals and solve problems. Education is planned so as to provide the knowledge and capacities necessary for learners to exercise pro-social values in their own behaviours and to take action to assure that the policies and arrangements of their societies manifest the same values. The framework for teaching tolerance is thus derived from values, goals and problems or obstacles to the fulfilment of the values and achievement of the goals. Like any living system, the well-being of human society depends upon the healthy integration of its various parts. Thus tolerance is essential to the healthy integration of the diverse members of human society. However, as living systems also have to be safeguarded against elements that undermine health and well-being, there are conditions that society cannot tolerate.

Raka (2011. p. 232) provides an indicator of the character's tolerance. First, can appreciate different opinions. Second, can interact with people from different cultural backgrounds, creeds and tribes. Third, do not judge people of different opinions, beliefs or cultural background. Fourth, did not dominate or want to win themselves.

Geography Learning

The rise of social problems that occurred in various regions of the world even like bullying, violence and discrimination against race, religion, and cultural life of community peace threatening. This incident should be understood with the viewpoint of thinking geography relating to the concept of regional. Geography is a science that examines the Earth in relation to human (Daldjoeni. 2014. p. 1). The focus of the study of geography is the surface of the Earth and all who inhabit it. Gunardo, R. B (2014:1) explaining that the science of geography (especially in political geography Branch) is the science that can be used as a tool of creation of national character. Geography may provide awareness of how the condition of the natural resources and human resource capital is building a nation in order to become a developed nation and a great.

Based on notions of geography advanced by Gunardo, RB, can note that geography can be utilized as a subject that spawns a tolerant character. This is due to the learning of geography invite students to think geographically. Ruhimat (2013) geographical thinking is the ability to study, ponder, make conclusions and applies the idea with spatial point of view. Daldjoeni (2014. p. 38) a region is seen to have its homogeneity in terms of the shape of the landscape and the pattern of its life (livelihoods, the mentality of the population). All of that requires thinking skills of geography to understand, respond, and give the solution. Lukermann, geographer, in his article entitled Canada Geography as a formal intellectual discipline, and the way in which it contributes to human knowledge (1964) wrote: however the purpose of geograph work is none other the geographer for understanding human experience in the space. Those who study geography are invited to understand the human connection to the Earth. Maryani (2016) geography education contributes very important in strengthening the community sentiment, social investment, and social clue as a nation and State. UNESCO (1965) posited geography learning aims to:

The aim of any selective teaching of Geography must be to concentrate on the problem often crucial, which men need solve so to provide for increasing numbers and a higher

standard of living. Any account, however summery, of what must be done to ensure that the world potentials resources are used for improving the condition of existence and the living standard of these indeed shows the immensity of the tasks a waiting the men of tomorrow, who are our pupil to day.

Maryani (2016. p. 6) add, in Indonesia Geography subject aims participants have the ability (1) understanding the patterns of spatial, environmental and territorial, as well as the processes related to the symptoms of geosfera in the context of national and global. (2) master the basic skills in obtaining data and information, applying knowledge of geography in daily life, and communicate for the sake of the progress the Indonesia nation. (3) showing the behavior of care about the environment and utilize natural resources wisely and have a tolerance of cultural diversity of the nation. (4) showing the behavior of the love of the motherland, proud as a nation of Indonesia, and is responsible for the integrity of the unitary State of the Republic of Indonesia based on Pancasila and the 1945 Constitution.

From this passage it can be concluded that the study of geography is not just limited to recite the entire map of the blind, the name and location of the city. Further than that, students should be able to develop the attitude (empathy, sympathy, tolerant). Some results of research on the learning material of geography at school revealed that the learning of geography can be an effort combining the attitude of tolerance.

Reaserch Problem and Question

Reaserch Problem:

The difference in conditions between regions results in cultural differences. This difference could potentially cause a conflict. Geography is one of the science that explains the cause and consequence of occurrence of various differences in the face of the Earth. So it can be a uniting of differences that are formed. Therefore, researchers assume learning geography if implemented properly, it will improve the attitude of tolerance of students.

Question:

Whether learning the geography can be tolerant attitude formation efforts for students?

Objektives

The purpose of this research was to know learning geography as an effort of the formation of the attitude of tolerance for students.

Previous Studies

Nazlı Gökçe (2015) did research on implementation Tolerancing training in geography lessons. This study is a sample practice about how tolerance training can be provided in a Geography lesson. The study also determined students' evaluations about the practice. The difference of this research with my reaserch is in the way of data study. Gökçe research explaians how application of tolerance training in geography lesson and evaluation of those activities. Gökçe research location is in Turki. The reaserch that I have done is a literatur review of geography curriculum.

Metodology

The method used is descriptive. The technique of data collection is the study of literature, documentation and surveys. Documentation and surveys used to obtain data about the curriculum, literature study technique used to obtain research data about tolerance.

Results

Geography Learning in Senior High School

Based on research results, obtained data on the learning of geography curriculum for secondary school that can foster an attitude of tolerance. The data shown in table 1 below.

Tabel 1. List of Basic subjects of Competence Education of high school Geography and Geographical Education Basic Competencies that are directly shaping the attitudes of tolerance.

Basic Competence	Basic competence that form the attitude of Tolerance
Class X	
3.1. Understanding the basic knowledge of geography and its application in everyday life.	3.1. Understand the basic knowledge of geography and terapannya in everyday life
4.1. implementation examples presents the basic knowledge of geography in daily life in the form of writing.	
3.2. Understand the basics of mapping, Remote Sensing, and geographic information systems (GIS).	
4.2. Create a thematic map of the province area and/or one island in Indonesia based on the topographical map.	
3.3. Understanding the steps of the study of geography by using a map.	
4.3. Presents the results of field observations in the form of a working paper that is equipped with maps, charts, pictures, tables, charts, photos and/or videos.	
3.4. Analyzing the dynamics of planet Earth as a space of life.	
4.4. Present the characteristics of the planet Earth as a space of life by using maps, charts, pictures, tables, charts, photos and/or videos	
3.5. Analyzing the dynamics of the lithosphere and its impact on life.	
4.5. Present dynamics of lithosphere by using process maps, charts, pictures, tables, charts, video, and/or animation.	
3.6. Analyze the dynamics of the atmosphere and their impact on life	3.6. Analyze the dynamics of the atmosphere and their impact on life
4.6. Serves atmospheric dynamics process using maps, charts, pictures, tables, charts, video, and/or animation	

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- 3.7.To analyze the dynamics of the hydrosphere and its impact on life
- 4.7.Presents the process Dynamics hydrosphere using maps, charts, pictures, tables, charts, video and/or animation
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Class XI

- 3.1.Understand the conditions of the region and the strategic position of Indonesia as the shaft of the maritime world
- 4.1 the Present example results of reasoning about the strategic position of Indonesia as the region's maritime axis of the world in the form of maps, tables, and/or graphs.
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- 3.2.Analysing the distribution of flora and fauna in Indonesia and the world based on the characteristics of ecosystems.
- 4.2.Make a map of the spread of flora and fauna in Indonesia and the world which features pictures of animals and plants are endemic.
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- 3.3.Analyzing the distribution and management of forestry resources, mining, marine, and tourism according to the principles of sustainable development.
- 4.3.Make a map resource distribution in the forestry, mining, marine, and tourism in Indonesia.
-

- 3.3.Analyzing the distribution and management of forestry resources, mining, marine, and tourism according to the principles of sustainable development.
-

- 3.4.Analyze national food security, the provision of industrial materials, new and renewable energy potential in Indonesia
- 4.4.creating a map of the spread of national food security, industrial materials, new and renewable energy in Indonesia.
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- 3.5.Analyzing population dynamics in Indonesia for development planning.
- 4.5.Presents data on population in the form of maps, tables, charts, and/or images
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- 3.6.Analyze the cultural diversity of the nation as a national identity based on the uniqueness and distribution.
- 4.6.Make a map of the spread of the culture of the region as part of the national culture
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- 3.6. Analyze the cultural diversity of the nation as a national identity based on the uniqueness and distribution.
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<p>3.7. Analyze the type and countermeasure of natural disasters through educational, local wisdom, and the utilization of modern technology</p> <p>4.7. Make sketches, floor plans, and/or local area maps of potential disasters and disaster mitigation strategies based on the map</p>	
<p>Class XII</p>	
<p>3.1 Understand the concept of region and <i>pewilayahan</i> in the area of spatial planning national, provincial, and district/city</p> <p>4.1 Make a map of land use in grouping counties/cities/provinces based on the data in the local area</p>	
<p>3.2 Analyze the structure of the <i>keruangan</i> village and town, village and city, interaction and relation to equitable development efforts</p> <p>4.2 Make a paper on equitable development efforts in the village and the city that is equipped with maps, charts, tables, graphs, and/or diagrams</p>	
<p>3.3 Analyze transportation and land use with a map and/or the image of the remote sensing and geographic information systems (GIS) to connect with the development potential of the region and the health of the environment</p> <p>4.3 Presents thematic maps based on remote sensing image processing and geographic information systems (GIS) for the development of the potential of the region and the health of the environment..</p>	
<p>3.4. Analyzing the characteristics of the developed countries and developing countries in the context of the free market.</p> <p>4.3. Make a paper about Indonesia's interaction with the developed countries and developing countries in the context of the free market that is equipped with maps, tables, charts, and diagrams</p>	<p>3.4. Analyzing the characteristics of the developed countries and developing countries in the context of the free market</p>
<p>(Source: Kementerian Pendidikan dan Kebudayaan, Jakarta, 2016).</p>	

Tabel 2. Subject of Geography For Senior High School

The Scope Of The Material	The Distribution Of Subject Matter
1. Spatial Literacy and skills of geography	1. Basic knowledge of geography

2. Physical geography	2. The dynamics of planet Earth as a space of life 3. The dynamics of the lithosphere 4. The dynamics of the atmosphere 5. Dynamics of the hydrosphere 6. Flora and fauna of Indonesia and the world
3. Human Geography	7. Population Dynamics in Indonesia 8. Cultural diversity of the nation as a national identity
4. Environmental interactions	9. The condition of Indonesia's territory 10. Natural Sebaransumberdaya Indonesia 11. Mitigation and adaptation to natural disasters
5. Regional geography	12. The concept of region and pewayalahan 13. Spatial distribution Patterns and rural-urban interactions 14. Regionalization phenomenon of geography in the world
6. Utilization of geography	15. Utilization map 16. Remote Sensing 17. 17. Geographic information systems (GIS)
7. Global Connections and management of change	18. The cooperation of developed and developing countries

(Source: Kementerian Pendidikan dan Kebudayaan, Jakarta, 2016).

There are some Basic Competence in the subject of geography curriculum in senior high school students who can cultivate an attitude of tolerance, these are; (1) understand the basic knowledge of geography and its application in everyday life; (2) analyze the dynamics of the atmosphere and their impact on life; (3) analyze the cultural diversity of the nation as a national identity based on the uniqueness and distribution; and (4) analyzing the characteristics of the developed countries and developing countries in the context of the free market.

Basic Competence understand basic knowledge of geography and its application in daily lives deals with; (1) the scope of geographical knowledge, (2) the object of study and geographical aspects, (3) the essential concepts of geography, (4) the principle of geography, (5) approach to geography and examples of terapannya, as well as the skills of geography. In this learning materials, students will learn about the nature of scientific geography. Then, discuss the principles and aspects of the geography. Stages of scientific geography studied will provide insight to the students that geography is a comprehensive science, looked at a scene and the phenomenon from different angles and academic interests. Mastery of the material has some benefits and purposes, such as forming an attitude of tolerance. The results of research conducted by Widiyati (2017. p. 15) said that the benefits that can be obtained for learners studying basic knowledge of geography and terapannya in daily life is improving the understanding of the knowledge of geography with developing creativity, self-reliance, teamwork, solidarity, tolerance, empathy and life skills for learners.

Basic Competence analyze the dynamics of the atmosphere and their impact on the life of dealing with; (1) characteristics of the layers of Earth's atmosphere, (2) measurement of the elements of the weather and the interpretation of weather data, (3) the classification of the type of climate and global climate patterns, (4) the characteristics of the climate in Indonesia and its effects on human activities, (5) influence global climate change on life. This learning material can be used as a source for learning tolerance on students. Gökçe (2015) held a research on the application of this material through tolerance education. Students perform creative drama.

Students are divided into several groups. The Division of groups and tasks of each group according to the type of climate. For example, students who get a group of tropical climate, then they have to explain the climate and act as the characteristics of the people living in the climate. So, this activity can help students understand the climate and characteristics of human beings who live in a different climate. This activity relates to the acceptance and empathy skills that are important in the education of tolerance. The results of this research show that the learning of geography can be made as an effort combining the attitude of tolerance.

Geographic factors influence towards cultural diversity in Indonesia, the spread of cultural diversity in Indonesia, the formation of national culture, preservation and utilization of cultural products of Indonesia in the field of creative economy and tourism, and culture of Indonesia as part of a global culture is learning materials that will be in the basic competence teach in analyzing the cultural diversity of the nation as a national identity based on the uniqueness and distribution. From these materials, students will find out the cause of cultural diversity in Indonesia so as to engender an attitude of "know" and receive the difference. The attitude is one of the characteristic attitude of tolerance.

Basic competency in analyzing the characteristics of the developed countries and developing countries in the context of the free market, the material to be delivered in the form of (1) the characteristics and distribution in the developed and developing countries in the world, (2) the regionalization of the world based on the center of the region's economic growth, (3) forms of cooperation developed and developing countries in the world. After getting this material the students will know the characteristics, distribution, and regionalization of other countries. Characteristics, distribution, and the country's regionalization will affect human activity. The purpose of reviewing this material so that students can establish cooperation between Governments and prepare yourself in a global free market. Geography curriculum with content that attempts to introduce the characteristics of a region and their impact on human life, then learning geography potentially to cultivate an attitude of tolerance.

Geography Learning in Elementary and Junior High School

In Indonesia, learning Geography has been awarded since elementary school. In contrast to in high school, learning geography in elementary and junior high school was integrated with the study of social sciences. If note, geography learning materials in elementary and junior high school explicitly discuss about Indonesia's territory and its impact on human life (sosio-cultural and economic diversity). If the learning is applied correctly, it can be ascertained that the students will get to know the condition of Indonesia's territory and its impact on cultural differences in society. The following table 3 featuring material social sciences taught in elementary and table 4 presents the Social Sciences material taught in junior high school.

Table 3. Social Science Materials for Elementary School

Class IV	Class V	Class VI
<ul style="list-style-type: none"> • Location and spacious of district/city, and the province in the map • Condition/characteristic of natural • The conditions of residence • Economic activities in the 	<ul style="list-style-type: none"> • Location and spacious of Indonesia in the map • Natural conditions area of Indonesia • The characteristics of the population • The influence of maritime and 	<ul style="list-style-type: none"> • The position and the ASEAN area at map Asia • The characteristics of the natural conditions of the ASEAN. • ASEAN population

Class IV	Class V	Class VI
utilization of natural resources <ul style="list-style-type: none"> • Socio-cultural Diversity • The diversity of economic, ethnic, religious • The availability of economic resources • Economic activity and employment • Economic institutions • Commerce to improve well-being • The Kingdom of Hindu-Buddhist • The Kingdom of Islam 	agrarian country against social life economic, cultural and transportation <ul style="list-style-type: none"> • Socio-cultural Interaction • Socialization/enculturation • Social development cultural economic development • Economic activities to improve the welfare of the nation of Indonesia. • European Colonization in Indonesia • Resistance against Indonesia colonizing nations of Europe • Organization of national movement • The period of military occupation of Japan in Indonesia • Local figures who struggled against colonialism of Europe and Japan 	Characteristics <ul style="list-style-type: none"> • ASEAN countries (11 countries) • The position of the ASEAN region in political, economic, social and cultural • Socio-cultural Change • Modernization of science and technology, in the areas of economy, education, and democracy. • Export and import • Delivery/Labor Exchange. • The ASEAN Economic Community (MEA) • The ASEAN Secretariat • The proclamation of the independence of Indonesia • The role of Soekarno-Hatta in the proclamation. • Maintain the independence Struggle. • Build a national sovereign life • The role of the nation of Indonesia in building a people's lives.

(Sumber: Kementerian Pendidikan dan Kebudayaan, Jakarta, 2016).

Table 4. Social Sciences Material in Junior High

Class VII	Class VIII	Class IX
1. Geographical condition of Indonesia (rife, location and climate, geology, Earth, water, soil, flora and fauna) through the topographical map. 2. The potential of natural resources (resource	1. Geographical condition of ASEAN countries (location and spacious, climate, geology, Earth, water, soil, flora and fauna) through the topographical map.	1. Dependence between space based on the concept of economy (production, distribution, consumption, prices, market). 2. The influence of

types, the spread on land and sea).	2. The potential of natural resources (resource types, the spread on land and sea)	dependency between spaces against the population migration, transport, social, economic, employment, education, and welfare of the community
3. Human resources (quantity, distribution, and composition; growth; quality (education, health, welfare; ethnic diversity (cultural aspects)).	3. Human resources.	3. Develop creative economy based on potential areas for improving the well-being of the community.
4. Interactions between spaces (potential distribution area of Indonesia).	4. Interaction of antarruang (the distribution potential of the ASEAN countries).	4. Development of centers of economic excellence for the welfare of society
5. The impact of interactions between spaces (trade, mobility of the population).	5. The impact of interactions between spaces (trade, mobility of the population).	6. The free market (ASEAN economic community, AFTA, APEC, European Union

(Source: Kementerian Pendidikan dan Kebudayaan, Jakarta, 2016).

Recommendation and Sources

Geography is a subject that studies the relationship between the phenomena on the Earth's surface with its human/cultural activity. Based on the curriculum of education, geography has the aim to explain the difference of physical and social character msyarakat on the surface of the Earth. Students will find out the cause of the occurrence of cultural differences on Earth. With this fact, it can be concluded that the study of geography can be one of the efforts to form the attitude of tolerance. Therefore, the application of learning geography should be since in early childhood education level so that students know the ethnic differences as a result of the differences in the geographical conditions of the area.

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