

Implementation of Citizenship Learning as an Effort to Address Cases of Tolerance and Discrimination in Schools

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Abstract

This study aims first to determine the extent of the role of the implementation of civic education as an effort to overcome cases of tolerance and discrimination in schools. Then the second is to find out what causes civic education to not be able to fully overcome or prevent cases of tolerance and discrimination in schools so that they often occur, thus violating human rights. The research method used in this article is Systematic Literature Review, the author traces published articles related to the title or topic of research that the researcher has determined, the articles traced are limited to 20 articles and then the researcher filters them into 10 articles that are considered appropriate and close to answer this research. The results of the study show that from these articles the search results can be seen that the role of civic education has not been able to fully prevent cases of tolerance and discrimination in schools due to a lack of understanding and application of tolerance. Tolerance education aims to counteract radicalism, but cases of intolerance in schools include bullying based on ethnicity, religion, and social status. This phenomenon hinders the social and emotional development of students and creates an unhealthy learning environment. The implementation of civic education in preventing intolerance and discrimination in schools prevents this case. So that education in schools can encourage sustainable coexistence and responsible citizenship. So that researchers provide recommendations for the need for support from the government, educational institutions, student environments, and parents to work together to increase awareness in students and young people in raising and instilling the values of citizenship learning and tolerance to form a harmonious and comfortable environment even though there are many differences in society in the modern era.

Keyword: Implementation, Citizenship Learning, Tolerance, and Discrimination

1. INTRODUCTION

Education is a very important basic element in human life. Education is a conscious process, where individuals try to learn and understand various things. Over time, education continues to develop in line with the increasing way of thinking of humans that is increasingly advanced. This change certainly has an impact on the progress of education in Indonesia. In the era of globalization, moral values and attitudes of tolerance are very crucial to instill. The increasingly difficult challenges of the times and rapid changes can affect students' enthusiasm for learning. Inappropriate attitudes, such as antisocial, selfish, and excessive fanaticism, can create an inability to accept differences and show intolerance among the next generation of the nation. Indonesia is a country consisting of many different tribes, races, customs, and cultures, making it prone to conflict. Therefore, an attitude of tolerance is instilled and encouraged as a solid foundation for national life. A tolerant attitude is maintained throughout elementary and secondary education (Fakhretdinova, 2020; Geller, 2021; Husin, 2021; Salehi, 2023). Basic education is very important because it is the first step for the next generation of this country to live in society and be tolerant of others. Civic education is a subject that teaches students how to develop a tolerant attitude and good morals in the world of education. Citizenship requires education at all levels. The purpose of civic education is to instill a sense of love for the homeland and educate students who are rich in what will increase the spirit of nationalism. Diversity is often viewed as a difference, and this view is sometimes exacerbated by individuals or groups

who exploit and abuse diversity for personal or group interests. When diversity is viewed solely as a difference, the potential for conflict and problems arises. Diversity that is a source of pride can turn into a source of concern.

If fundamental problems related to diversity are not resolved immediately, this can threaten unity and integrity, especially if the problem drags on without proper handling. Left unmanaged, diversity can trigger problems that are detrimental to the Indonesian nation. One step to reduce these conflicts and problems is to foster good citizenship attitudes through the values of tolerance and diversity, which are taught in civic education. These values are taught from elementary school to the next level of education so that students are accustomed to living in diversity from an early age. Through this education, students are taught to respect each other and behave wisely in responding to the diversity of tribes, ethnicities, races, cultures, and religions in their environment. Learning Pancasila and Citizenship Education (PPKn) provides provisions in the form of an understanding of the politics and laws that apply in Indonesia. In addition, PPKn also plays a role in forming individuals who are religious, democratic, skilled, and have a sense of love for the nation and state, while maintaining peace and harmony. According to Indrawan and Aji (2018), PPKn aims to instill values, morals, and norms in a comprehensive and structured manner, as a means of forming the character of good citizens who are aware of their rights and obligations as Indonesian citizens. Through PPKn learning, it is hoped that students will have the awareness and desire to have a positive attitude towards others, such as appreciating, accepting, and respecting differences - an attitude known as tolerance. Tolerance is a form of respect and acceptance of cultural diversity and differences, with the aim of maintaining peace and harmony between citizens. Tillman (2004) states that tolerance includes an attitude of mutual respect for differences in society, which ultimately maintains the integrity and peace of Indonesia. Indonesia is a country that is famous for its friendly and polite citizens, and of course this cannot be separated from the attitude of tolerance that must be instilled in every citizen. A tolerant attitude is very important to instill, especially for students at the elementary school level, because they gain basic knowledge that will have a big impact on their future.

This tolerance leads to an attitude of mutual respect between different religions, cultures, tribes and races. In Indonesia itself, differences in religion, culture, and ethnicity are indeed very diverse considering that Indonesian citizens have various differences. However, it is indeed not easy to teach social tolerance to students today, especially since many elementary school students have been or are easily influenced by western and eastern cultures. PPKn learning has an important role in strengthening students' tolerance. This role is realized through materials, media, and methods that are tailored to their needs, thus helping them understand PPKn learning more easily (Wina, 2010). In accordance with Aprida Pane's opinion (2017), students' motivation and enthusiasm for learning can decrease if the learning material presented is less interesting and boring, which is usually caused by the teacher's teaching method that does not apply effective teaching principles. Religious intolerance in schools is generally caused by the state's weak attention to tolerance education, which is influenced by the process of Islamization of the state and its educational institutions. The emphasis on tolerance education does not support the development of religious tolerance in informal environments, such as in school culture and student communities. In addition, the role of pedagogical apparatus in managing intolerance is also significant, where managerial and teaching positions contribute to the formation of social norms and values. The practice of intolerance is often related to a hidden curriculum that supports religious tolerance through school policies and managerial actions. This article aims to explain the phenomenon of tolerance education and its scope in the hidden curriculum ("Tolerance Education in the Hidden Curriculum: A Case Study on Indonesian Public School," 2018). Tolerance education in Indonesia aims to address religious radicalization among students. However, its implementation is often socialized through a hidden curriculum influenced by the state's vision of education and students' daily experiences. Many students view tolerance as an acceptance of religious rights and freedoms, although they remain vulnerable to symbolic violence. Multicultural education should emphasize the interdependence of religious communities, and recognize each individual as an agent in their community. This approach can help reshape formal structures and produce a more inclusive way of tolerance education, which in turn encourages the creation of a more inclusive society.

2. RESEARCH METHODOLOGY

This study will use the Systematic Literature Review method. According to (Wahyudin & Rahayu, 2020) Systematic Literature Review refers to the term of a particular research methodology, its function is to

develop various collections and evaluations related to research that focuses on a particular topic. SLR is also often needed to determine the research agenda, as part of a dissertation or thesis, and is a part that completes the application for a research grant. Using data sources obtained from the internet in the form of literature reviews on (1). Journals and Articles, (2). Books, and (3). Relevant laws and regulations. Then, in this study, 20 articles that have been published are also targeted as answers to the results of the research, but later 10 articles will be filtered and selected that are in accordance with the research theme. The analysis technique used in this study is interactive analysis popularized by (Budgen et al., 2022) the stages can be seen as follows: (1) Plan Review this stage plans and summarizes, selects the main points that focus on the themes that have been found based on their patterns. (2) Conduct Review is a process of reviewing or presenting data that is carried out after the data is completed at the reduction stage. Data presentation can be done in the form of brief descriptions, charts, and correlations between categories can use flowcharts and the like with the hope that the data can be well organized in presenting patterns and obtaining relationships that can be understood. (3) Document Review, namely conducting a review and drawing conclusions is carried out to answer existing problems. In this study, the researcher acts as a human instrument by determining the focus of the problem, selecting various information as sources, collecting data, assessing data quality, analyzing data, and making conclusions about all of that.

3. RESULT AND DISCUSSION

Based on the results of document searches that began with conducting plan reviews, conduct reviews and document reviews that have been published in journals, the conclusions obtained can be seen in table 1 as follows.

Table 1. Review Documents

Writer	Title	Research methods	Findings
Khoirunisa, RF, et al. (2024)	The Role of Citizenship Education in Instilling the Values of Tolerance Character At school	Literature Study	Civic education is very important to build students' tolerant attitudes. Tolerance is within the framework of diversity, therefore with the increasing differences and diversity in a country or society, the greater the need to foster tolerance values in society to avoid social problems, and also to achieve peace and prosperity. Providing basic knowledge and skills about the relationship between rights and obligations citizens and the state are the goals of citizenship education.
Sunaryat, T., et al. (2023)	Implementation of Citizenship Education with Tolerance Attitude of Students in Elementary Schools	Qualitative Descriptive	Nowadays, humans have followed the development of an increasingly sophisticated era. Their thinking has also become modern, so that the attitude of tolerance that has been instilled since childhood has begun to fade. Tolerance means not forcing, being free, appreciating and respecting. As in the community environment, namely accepting opinions, respecting others, not being racist towards religion. Learning that can shape a person's character into an idealistic individual is Civic Education.
Azzahra, C., et al. (2023)	Implementation of Tolerance	Qualitative Approach	Instilling values of tolerance and diversity in civic education is very important to do in

	Values and Ethnic Diversity in Civic Education		an effort to build a harmonious and peaceful society. Instilling values of tolerance and ethnic diversity in elementary schools is important to form a young generation that has a positive understanding and attitude towards differences.
Elita, L., et al. (2024)	Instilling an Attitude of Tolerance in Students in Civics Learning in Elementary Schools	Qualitative Research	Civics learning fosters an attitude of tolerance, so that children know that such an attitude of tolerance trains students to live together better, even though in the future everyone will have small differences in society. By instilling an attitude of tolerance in elementary schools, it also helps students to recognize that living in society, students will later encounter various differences, civic education in elementary schools is used as a forum or program to equip students with an attitude of tolerance from an early age or as early as possible.
Firmansyah, Y., et al. (2024)	Values of Tolerance, Unity and Diversity in Education	Exploration Research	Tolerance and diversity are closely related to the life of the Indonesian nation because the diverse Indonesian nation can be fostered to continue to have an attitude of tolerance and mutual respect through civic education. Fostering an attitude of tolerance and strengthening the value of diversity that starts from the basic unit level to the higher unit is an effort to strengthen the unity of the Indonesian nation.
Sari, E., et al. (2024)	Building Knowledge and Attitudes of Tolerance Through Learning Citizenship Education in Schools Base	Qualitative Approach	To build and grow knowledge and attitudes of tolerance through civics learning in elementary schools, an appropriate and integrated strategy is needed. To build knowledge of tolerance, an effective strategy is to use contextual discussion and case study methods, as well as utilizing interesting learning media that are close to students' lives.
Adi, W., P., S., et al. (2021)	The Importance of Citizenship Education Learning in Creating National Character Education for Students	Qualitative Descriptive	Civic education is a subject that has a great responsibility in building the character of tolerance and democracy as well as good morals in each student because civic education is a mandatory moral education given at every level of education.

	Elementary school		
Ritonga, N., et al. (2024)	Implementation of hidden curriculum to improve values tolerance and cooperation in educational subjects Pancasila and Citizenship in Junior High School	Qualitative	In the application of the values of tolerance and cooperation in schools, it is attempted with the school's vision and mission. Strong emphasis on manners in the classroom such as respecting differences, praying before learning, speaking politely, not taking other people's things, working together, helping each other regardless of race or ethnicity. This is done by teachers as one of the efforts to implement the values of tolerance and cooperation.
Khoirunisa, RF, et al. (2024)	Improving Tolerance Character Values in Students at School Through Civic Education	Literature Study	Providing basic knowledge and skills about the relationship between the rights and obligations of citizens and the state is the goal of civic education. Therefore, instilling a sense of tolerance in students is very important in this regard.
Prasetyo, S., B., et al. (2023)	The Role of Pancasila Education and Civics Learning In Strengthening Students' Attitudes of Tolerance	Descriptive	With the existence of PPKn learning, it helps students to strengthen their attitude of tolerance, for example, students who prioritize deliberation rather than commotion, respect differences in ethnicity, race, religion, language style, have an awareness of respecting someone who is speaking and have an awareness that an attitude of tolerance is important to be applied in the school environment or community environment. Developing and strengthening an attitude of tolerance, students must avoid things like an attitude of loving their own culture excessively or an attitude of ethnocentrism, which is an attitude of reluctance respect differences in ethnicity, language, skin color, and consider that their culture is better than other cultures.

Source: Document Review By Author

Civic education aims to form citizens who have moral strength, love their homeland, develop nationalism, strengthen tolerance, and build national character in line with the philosophy of Pancasila, mindset, and the basis of the state ideology. Civic education serves as a means to instill and strengthen moral values that have become part of the culture of society. The implementation of Civic Education is applied in various themes in elementary schools so that children are accustomed to living side by side, even though there are differences between them. The attitudes shown by children while taking Civic Education, both at school, at home, and in the community, are real manifestations of citizenship. This learning aims to change students' views of themselves, others, and the rules and structures of the society in which they live, by first

providing civic education at school. According to Cogan (1999), Civic Education plays an important role in shaping and strengthening the character and moral values of students. Through this subject, students are encouraged to apply positive character and moral values, both in the school environment and in everyday life. In addition, Civic Education helps increase students' awareness of rights and obligations, and forms a responsible attitude. Aspects of civic education include the following:

- a) Encourage the maintenance and development of Pancasila values which contain moral principles to face various challenges without losing national identity.
- b) Encourage policies in the constitution of the Republic of Indonesia that play a role in building and advancing society. In a diverse Indonesian society, both in terms of belief, race, and culture, harmonious interaction is an important foundation, and tolerance is a value that needs to be instilled in accordance with the mandate of the Constitution and the 1945 Constitution.
- c) Cultivate an understanding of the rights and obligations of citizens. Civic Education aims to form good citizens, both in the school environment and outside.
- d) Strengthening cooperation between teachers, schools, and parents to instill the value of tolerance in students, so that the expected educational outcomes are achieved.

Tolerance is an attitude that must be possessed by every individual in order to be able to respect each other. In terms of language, the word tolerance comes from the Latin word, namely "*Tolerare*" which means patient, restraining oneself, or allowing something to happen. Gorbunova (2019), defines tolerance as an attitude of mutual respect, appreciation, and acceptance of differences that exist between individuals or groups in society. This definition is quite comprehensive because it includes elements of mutual respect, appreciation, and acceptance of differences. This definition also emphasizes that tolerance applies not only to individuals, but also to groups in society. Gorbunova's opinion is in line with Nisa's opinion (2022), regarding tolerance, that tolerance is an attitude of mutual respect, appreciation, and acceptance of differences that exist between individuals or groups in society regardless of religious, ethnic, racial, or cultural background. This definition is quite complete because it includes elements of mutual respect, appreciation, and acceptance of differences, both between individuals and groups in society. This definition also emphasizes that tolerance does not look at religious, ethnic, racial, or cultural background.

According to Fithriyana (2020), tolerance is an attitude that includes feelings, thoughts, and behaviors that are full of tolerance, respect, appreciation, and acceptance of opinions, views, beliefs, and convictions that are different or contrary to personal beliefs. This opinion is in line with Atmaja (2020), who stated that tolerance helps build solidarity, accept diversity, and replace uniformity with diversity. Tolerance has a positive impact on a person's mindset, attitude, and behavior. Based on several views on tolerance above, it can be analyzed that tolerance is an attitude and behavior that reflects appreciation, respect, and acceptance of differences that arise between groups or individuals in society, whether differences in religion, tribe, race, ethnicity, opinion, belief, habits, attitudes, or other differences. Tolerance is not just allowing or permitting these differences, but also accepting them with appreciation and respect, without imposing one's will or views on others who are different. Tolerance applies not only to differences between individuals, but also to differences between groups in society, and must be applied regardless of the religion, tribe, race, or culture of a person or group. Thus, tolerance is an attitude and behavior that appreciates, respects, and accepts differences that exist in society, regardless of background and without imposing one's will on others who are different. The benefits of tolerance and diversity include:

1. Upholding human rights: An attitude of tolerance and respect for diversity ensures that everyone is treated fairly and respected in accordance with their human rights.
2. Achieving social harmony: By accepting differences and treating others well, society can build harmonious relationships and reduce the potential for conflict.
3. Supporting social and economic progress: Attitudes of tolerance and respect for diversity encourage collaboration and the exchange of ideas, which have the potential to spark innovation and progress across sectors.

Instilling the value of tolerance through civics learning in schools, especially at the elementary school level, is expected to be a solution to various social problems that develop in society. Civics learning has an important role because it provides an understanding that encourages the optimization of positive character in students. A tolerant attitude helps us to always behave positively and appreciate the differences that others have. This means that students become more open and not easily angry when their views are rejected or

ignored. By understanding and recognizing these differences, students will be better able to appreciate and respect each other.

Conditions of Tolerance and Discrimination in Indonesian Schools

Tolerance and discrimination in Indonesian schools reflect broader social challenges in society. Although religious freedom and diversity are guaranteed by the constitution, their practice in schools is often still colored by issues of intolerance related to religion and ethnicity. In school settings, discrimination can take many forms, such as non-inclusive policies or a lack of respect for religious and cultural diversity. Some minority students and teachers sometimes face prejudice or feel marginalized in activities that focus on the majority religion. For example, students from minority religions may feel social pressure or stigma if they do not participate in activities of the majority religion, so the expected tolerance is not fully reflected in the school. Additionally, some private faith-based schools have certain policies that may not provide space for students or teachers from different backgrounds, which can leave them feeling isolated. Cases of intolerance in schools, including bullying based on ethnicity, religion, and social status, hinder students' social and emotional development and create an unhealthy learning environment.

Therefore, a learning strategy is needed that is not only theoretical but also practical in instilling citizenship values. In this case, the implementation of citizenship education in schools must be strengthened and adjusted to the needs of the times. An approach that prioritizes experience, interactive discussions, and social projects can be an effective alternative. In addition, collaboration between teachers, students, and the community in practical citizenship activities will enrich students' understanding of the importance of tolerance and diversity (Sunhaji et al., 2023). However, there are efforts to increase tolerance in schools through character education, interfaith dialogue, and programs that emphasize diversity. The government and educational organizations are also trying to introduce education that values differences and fosters tolerance from an early age, as well as promoting a curriculum that emphasizes the importance of tolerance and anti-discrimination. Overall, the conditions of tolerance and discrimination in Indonesian schools still need attention and improvement in order to create a truly inclusive learning environment for all students and teachers, regardless of their religious or cultural background.

Challenges in Implementing Citizenship Learning

Civic Education plays an important role in shaping students' attitudes, understanding, and skills related to national and state life. However, its implementation in schools faces various challenges. One of them is the limited skills of teachers in teaching civic values. Not all teachers have a deep understanding of civic issues, human rights, and democracy. Lack of special training can hinder teachers' ability to convey these values effectively, so that the concepts taught become less profound and relevant. In addition, differences in student backgrounds are also a challenge. The diversity of students' social, cultural, and religious backgrounds requires special attention from teachers to ensure that learning does not create feelings of marginalization, with material that is inclusive to all. A study found that teachers in Botswana lack adequate training to teach Cultural Education (CE) topics, with only 30.7% of them having studied it through teacher preparation programmes, while 23.07% have no exposure to the topic at all. Challenges include lack of resources, confusion about rights and responsibilities, and slow learning processes. The majority of teachers prefer to use discussion techniques, as they allow students to explore issues and make rational judgments. However, there is a lack of integration of content in teaching, making it difficult to achieve thematic unity. Many respondents also prefer the lecture method due to the complexity of the syllabus. These findings raise concerns regarding the democratic goals of the country and the effectiveness of CE teaching methods (Peter Brett et al., 2009).

Citizenship Education is based on the theory of cosmopolitanism and human rights, which can be seen from a cosmopolitan perspective. Language learning, even for business purposes, is part of a humanistic education that supports cross-cultural communication based on the principle of equality. However, without a clear human rights framework, comparisons between cultures have the potential to give rise to stereotypes, racist or sexist comments, and insults. This is contrary to the essence of human rights, namely respect for others (Peter Brett et al., 2009). Understanding human rights helps teachers and students interact with other cultures on the basis of equal dignity. Effective and diverse Citizenship Education requires teachers to develop not only action projects, but also the entire curriculum. Debates are conducted to show respect for others, especially the interlocutor, as a respect for human dignity. Statements that demean individuals or

groups who are not present are inappropriate and therefore unacceptable behavior (Sianipar et al., 2021). In communicative language classes, students are often encouraged to speak and discuss in pairs or groups, have the freedom to express their opinions, and develop new ideas and ways of thinking (Sakallı et al., 2021). A human rights-based approach to language teaching provides an effective framework for examining controversial issues. Teachers who support human rights introduce ground rules to ensure that differences of opinion and conflict of views are productive, not destructive. By facilitating communication and encouraging students to explore different views, teachers can create healthy controversy in the classroom, helping students develop language fluency by focusing on the content of the debate rather than the form of language they use (Oats & Oats, 2023).

Learning Methods in Instilling Values of Tolerance and Anti-Discrimination in Students

Teachers have an important role in maintaining their own personality and behavior, being role models and friends to students. They must instill values such as religious tolerance, which includes mutual respect, cooperation, and equality. Teachers can provide advice to students to internalize these values, both individually and in groups. This approach is important to maintain harmony in a society with diverse religions. Some effective methods:

1. Case study

Teachers can present real-life examples or cases involving issues of tolerance and discrimination. Students are asked to analyze, solve problems, and formulate solutions. These case studies help students see the impact of discrimination and the importance of respecting differences.

2. Role-Playing or Role Playing

In this method, students are given different roles, including roles from social, religious, or cultural groups that may be different from their own. By experiencing the role of others, students are expected to be able to understand and appreciate different perspectives and develop empathy.

3. Media Use and Visual Literacy

Screening films or videos, using images, and other media that show cultural and social diversity can be effective tools. These media can strengthen students' understanding of the values of tolerance and provide examples of behavior that respects differences.

These methods are designed to create a learning environment that supports tolerance and inclusivity, forming students' characters who are open, respect differences, and actively reject all forms of discrimination in everyday life.

The Role of Teachers and the School Environment in Supporting Effective Citizenship Learning

Teachers play an important role in the learning process by providing facilities, comfort, and creating an environment that is appropriate to the child's development. Teachers treat students as partners in developing and processing information. As facilitators, teachers need to make decisions based on relevant aspects such as appropriate materials, delivery methods, aids, and evaluation systems. In addition, teachers must find useful learning resources, such as books, texts, and newspapers, to support the objectives and teaching and learning process. Students can engage in various activities, such as visual, oral, listening, writing, drawing, motor, mental, and emotional. Civics learning functions as a subject as well as a means to shape the character and tolerance of students who will later become citizens. In addition to playing a role in shaping the nation's character, Civics is also a means to develop civic tolerance. In the context of Pancasila, Civics learning not only aims to build national character, but also to develop civic intelligence (civic knowledge) and civic skills. This is reflected in Civics materials, such as Pancasila, the 1945 Constitution, Bhinneka Tunggal Ika, and the Unitary State of the Republic of Indonesia (NKRI). Citizens' awareness of rights and obligations is very important in shaping the intellectual and participatory capacity that is part of citizenship.

In this case, schools have an important role in fostering an attitude of tolerance among students. Although each student has different potential, differences in ability should not be used as an excuse or source of problems. Teachers are tasked with educating students that everyone has their own abilities, skills, strengths, and weaknesses. Therefore, teachers need to instill and develop an attitude of tolerance in students, so that they gain meaningful experience and education to support their growth in society. Developing this attitude of tolerance requires awareness and serious effort from each teacher to guide students. In the school environment, tolerance is a fundamental aspect that must be instilled in students. Schools as a social forum

encompass various backgrounds, family environments, habits, even diverse ideals and desires. These differences can trigger conflicts in everyday life, including among elementary school students who may face problems with cultural, ethnic, or religious nuances. There are still students who show an attitude of disrespect for differences, such as considering their religion the most correct or mocking their friends' ethnicity and physical characteristics. This shows that there are students who still do not understand the importance of tolerance. Different abilities among students should also not be a reason for conflict. Teachers play an important role in providing an understanding that each individual has strengths and weaknesses, so it is important for teachers to seriously teach tolerance through meaningful experiences and exercises that can be developed in community life. Awareness and focused efforts are needed in developing an attitude of tolerance through effective habituation in elementary school students, so that the character of tolerance becomes part of their habits.

Teachers in schools are role models for students, so in civics lessons, teachers must be examples in behaving and encouraging students to interact in order to grow an attitude of tolerance. Teachers also need to be careful in speaking and behaving, because inappropriate actions or words can have a negative impact on students. Some values of tolerance that can be applied in learning include:

1. Freedom and mutual respect for opinion
Learning can be done through group discussions and group work in class. Students are taught to respect the opinions of friends without interrupting, to express opinions politely, and not to impose their views. Teachers must respect students' opinions without immediately blaming, so that students do not imitate blaming behavior. This will increase interaction and strengthen differences in views between students, so that an attitude of mutual respect and tolerance grows. In civics lessons, students have many opportunities to discuss and respond to opinions.
2. Caring between students
Tolerance learning can also be instilled by fostering a caring attitude in the classroom. Students are taught to pay attention to the condition of friends, help those who are experiencing difficulties, or raise funds for sick students. This concern teaches the importance of helping each other because basically humans need each other.
3. Brotherhood
Teachers can build brotherhood by treating all students as brothers and sisters regardless of their backgrounds. Teachers also set an example by not being rude or using physical violence. Teaching this brotherhood is in line with the motto "Bhinneka Tunggal Ika," which means different but still one.
4. Student behavior training
Teachers train students to avoid behavior that can trigger conflict. If there is a difference of opinion, students are taught to resolve it well and immediately apologize if necessary. If there are students who show intolerant attitudes, teachers should reprimand them gently and provide guidance so that students understand their mistakes.

Teachers play an important role in increasing attitudes of tolerance and social awareness among students through various efforts, such as:

1. Communicating the value of tolerance and providing the necessary resources to support the process of instilling this value in schools.
2. Guiding and directing students in various activities, both in academic and non-academic fields, which can support the development of tolerance character.
3. Encourage social awareness in students, so that they become more sensitive to their surroundings.
4. Providing motivation and support so that students are more enthusiastic about implementing an attitude of tolerance in the school environment.
5. Cooperation between teachers, schools, and parents is very important to achieve the expected results in instilling the value of tolerance in students.

Through this approach, teachers can help students to understand and apply the values of tolerance and social concern in real life. In Civic Education learning about tolerance, teachers need effective approaches and methods to apply in the classroom. According to Azizah (2021), the recommended learning is one that focuses on students. This approach can encourage interest between students, as well as accustom them to interacting, practicing tolerance, and working together, so that learning is no longer centered on the teacher. Effective tolerance education involves teachers as mentors and students as active participants. Teachers

provide examples and habits in the learning process, which will directly influence students' attitudes. Differences need to be understood with an attitude of mutual respect in order to create unity among classmates. Respecting differences does not mean ignoring or eliminating self-identity, but providing freedom and opportunity for each individual to act according to their characteristics (Baharun, 2016). An attitude of respect and giving space for friends to be active in the school environment, as well as appreciating differences in behavior that do not violate school rules, is important in building tolerance. In addition to increasing social interaction, tolerance also supports students' personal development.

The use of information and communication technology (ICT) in Civic Education (PKn) learning opens up great opportunities for improvement. Digital platforms provide interactive and easily accessible learning materials, while multimedia such as learning videos can explain civic concepts in an interesting and in-depth way. Online resources can also be included in civic learning to increase insight and support students' research activities (Sakalli et al., 2021). Regular monitoring and evaluation of the implementation of Civic Education programs are essential to ensure the success and effectiveness of the strategies implemented. This process needs to involve various stakeholders, including teachers, students, parents, and related parties at the school and local government levels. Encouraging active participation in extracurricular activities is an effective strategy to develop citizenship skills and strengthen national identity. Activities such as debates, discussions, and social projects help students hone analytical, leadership, collaboration, and empathy skills. By supporting student participation in these extracurricular activities, schools can create a dynamic learning environment, where students not only learn theory but also apply citizenship values through real actions, forming a generation that cares and is active in community development (D. Mulyana, 2022).

4. CONCLUSION

Today's teachers need to develop collectively and continuously competencies to guide young people to understand their world and become active citizens. Four core competency areas for classroom practice that need to be developed include cross-curricular approaches, partnership development, and evaluation. The aim is to support teachers, schools, and communities. However, the government's attitude towards citizenship education remains inconsistent. The old Civics syllabus was considered boring and overly focused on compliance, while the Citizenship, Social and Political Education (CSPE) syllabus focuses on key concepts, active participation, and in-depth exploration of citizenship, social and political education. The Applied Leaving Certificate includes a Social Education module, and the Transition Year program allows schools to explore different aspects of citizenship and diversity education. Although citizenship education is increasingly being considered in initial teacher education programs, there are doubts about its effectiveness. optimal in instilling tolerance values in the school environment. This collaboration is important to ensure that the messages and values taught in schools are also reinforced in the family and community environment. With this joint effort, it is hoped that students will not only understand the concept of tolerance theoretically, but also be able to practice it in everyday life. Tolerance taught from an early age will play a major role in forming a generation that respects, honors, and accepts differences as a shared wealth. Ultimately, effective civic education can support the creation of a harmonious society, where every individual feels valued and has the opportunity to develop without discrimination or prejudice.

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