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## IMPACT TEACHING EDUCATION CITIZENSHIP TO STUDENTS' PERCEPTION OF TOLERANCE TOWARDS RELIGIOUS AND CULTURAL DIVERSITY

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### Abstract

This study aim for analyze impact teaching education citizenship regarding students' views of tolerance regarding religious and cultural diversity in Indonesia. In the context of a multicultural society rich in ethnicities, religions, and cultures, civic education is expected to play an important role in shaping students' attitudes of tolerance. The method applied is a literature review which includes analysis of various sources such as journal articles, books, and relevant official documents. The research findings indicate that civics education significantly increases students' appreciation of diversity, reduces prejudice, and strengthens student solidarity through discussion activities and collaborative projects. Although there are challenges in understanding some complex diversity concepts, interactive and engaging learning approaches are crucial to supporting student understanding. Overall, civics education serves as an important strategy in building an inclusive and harmonious society, as well as preventing intolerance and radicalization among the younger generation. This research confirms that teaching the values of Pancasila, human rights, and Indonesian history and culture can shape students' character by respecting differences, thus contributing to the creation of a just and peaceful society.

**Keywords :** Citizenship Education, Tolerance, Religious and Cultural Diversity, Student Attitudes, Multicultural Education, Literature Review

### Introduction

Civics Education (PKN) plays a crucial role in shaping students' personalities and attitudes, especially in a multicultural society like Indonesia. This country is known for its diverse ethnicities, religions, and cultures. Facing the challenges of globalization and rapid social change, education that emphasizes the values of tolerance and appreciation of differences is increasingly relevant. Tolerance, defined as mutual respect and acceptance of differences, is key to creating a harmonious and peaceful society (Amin, 2018; Widiatmaka & Hidayat, 2022). Civic education does not only communicate knowledge about citizenship And obligation, but Also help communicate values morals and ethics required in social life (Hidayat, 2023). Through civics teaching, student expect they for understand and value diversity around them and develop a strong attitude of tolerance towards religious and cultural differences (Putri et al., 2024). Indonesia's cultural and religious diversity is a treasure that must be preserved and nurtured. However, this diversity can also become a source of conflict if not managed properly. In recent years, Indonesia has experienced various incidents demonstrating intolerance and conflict between different groups. This demonstrates that there is still work to be done in developing resilience in the younger generation. Tolerance in the educational context encompasses not only a basic understanding of tolerance for differences but also a deeper understanding of how these differences enrich students. According to Hasyim (2021), tolerance is the ability to accept and respect differences, and the obligation to create a safe and integrated environment for all. In this regard, citizenship education serves as a tool to raise awareness of the importance of tolerance in everyday life. Civics education also plays a role in reducing prejudice and stereotypes that often arise

among students. A better understanding of diversity will enable students to learn to view differences as positive and beneficial. This follows Banks' (2019) argument for teaching students to respect and celebrate differences and to understand that diversity is a strength that can strengthen society.

## Research Methodology

This study uses a literature review approach to analyze the impact of education. citizenship to perception student about tolerance. This approach selected to provide a deeper understanding of the influence of citizenship education based on various relevant literature sources.

### 1. Design Study

Using a descriptive design that aims to explain and analyze phenomena related to citizenship education and its impact on students' perceptions of tolerance. This design allows researchers to collect comprehensive data from multiple sources. According to Creswell (2016), "Qualitative research aims to understand social phenomena and participant perspectives."

### 2. Data source

Primary data, this is obtained from relevant literature, including journal articles, books, and official documents discussing citizenship education, tolerance, and diversity. These sources provide theoretical context and supporting analysis. According to Widiatmaka & Hidayat (2022), "Related literature is crucial for understanding the context of multicultural education."

### 3. Technique Collection Data

A literature review was conducted to gather information from various sources related to the research topic. This included analyzing journal articles, books, and documents related to civic education. and tolerance. As explained by Sugiyono (2013), "Literary research is a data recording technique by theoretically examining something related to the development of values, culture, norms, references and scientific literature."

### 4. Information Analysis

Data obtained from the literature were analyzed using a hermeneutic approach, which enables researchers to understand the meaning behind the text and the existing context (Palmer, 1982).

### 5. Process analysis includes

- a. Data reduction, finding and separating important information from the literature collected. According to Miles and Huberman (1994), "Data reduction is the step of selecting, centralizing, simplifying, and organizing the data that has been obtained."
- b. Data presentation involves organizing data in a narrative format that reflects the important findings of the research. Hidayat (2023) states that "Organized and clear data presentation facilitates understanding of research results."
- c. Drawing conclusions, analyzing data to conclude the effects of Civics learning on students' views of tolerance. Creswell (2016) stated that "Formulating conclusions is a crucial stage in qualitative research to understand the meaning of the analyzed data."

### 6. Validity and Reliability

To ensure data validity and reliability, researchers implemented source triangulation by comparing data obtained from various sources. According to Denzi (1978), "Triangulation is a method for increasing data validity by utilizing more than one data collection method."

### 7. Research Ethics

Adhering to ethical research principles, including ensuring that all sources used are acknowledged and that copyright is not infringed, researchers also ensure that data obtained from the literature is used ethically and responsibly.

## Result & Discussion

The research findings indicate that civics instruction has a significant positive impact on students' tolerant views of diverse religions and cultures. Based on interviews conducted, most students involved in civics instruction stated that they felt more tolerant and appreciative of the diversity that exists in society. For example, one student said, "After learning about Pancasila and civic values, I have more respect for friends who have different religions and cultures" (Student x-2). This shows that civics education not only conveys knowledge but also builds a deeper attitude of tolerance, in line with Banks' (2019) view that multicultural education can support students in understanding and appreciating differences. From classroom observations, it appears that students actively engage in discussions on topics related to diversity. These discussions focus not only on theory but also involve students' personal experiences interacting with friends from diverse backgrounds. In this context, civics education serves as a

bridge. to understand and appreciate the differences that exist in society. This statement is in line with Kymlicka's (1995) view, which emphasizes that recognizing cultural diversity is a crucial step. in creating an inclusive society. Students who have studied civics also show progress in their participation in social activities that involve diversity. For example, they participate in projects that support interfaith collaboration and culture. This activity not only deepens students' understanding of differences, but also strengthens their sense of solidarity. As one student stated, "This activity makes me feel closer to friends from different backgrounds." different". "We are taught to respect each other" (Student x-3). Civics education plays a vital role in shaping students' tolerance of religious and cultural differences. According to Banks (2019), multicultural education can support students in understanding and appreciating differences, which are key factors in building a harmonious society. In this context, civics education is expected to provide deeper insight into the values of Pancasila, which emphasizes the importance of unity amidst diversity (Tilaar, 2018).

One crucial aspect of citizenship education is learning about human rights. Sofia Abdulatif (2021) mention that Knowledge about human rights can increase students' awareness of the importance of respecting differences. In this study, students who received human rights education demonstrated more tolerance and respect for differences. They understood that everyone has the right to practice their own beliefs and culture, as long as they do not interfere with the rights of others. In addition, teaching about Indonesian history and culture also plays a role in increasing students' tolerance. Melendez & Beck (2013) emphasized that knowledge of history and culture can help students to appreciate diversity within society. In this study, students who studied Indonesian history and culture felt more connected to their national identity, which in turn increased their tolerance for differences. This statement aligns with Kymlicka's (1995) view that recognizing cultural diversity is a crucial step in creating an inclusive society. Civics education also encourages students to participate in social activities that embrace diversity. For example, students at SMA Negeri 2 Klari participated in projects that supported interfaith and intercultural collaboration. These activities not only deepened students' understanding of diversity but also fostered a sense of solidarity among them. As conveyed by One student said, "This activity makes me feel closer to friends from different backgrounds." "We are taught to respect each other" (Student X-3). However, while civics instruction has had a positive impact, there are still challenges that need to be addressed. A number of students stated that they still face challenges in understanding some of the complex concepts related to citizenship. with diversity.

Therefore, it is crucial for educators to implement more interactive and engaging teaching methods, such as group discussions, simulations, and collaborative projects, to improve student understanding (Tilaar, 2018). In an era of evolving globalization, civics education needs to adapt to changing times. According to Westheimer & Kahne (2013), successful civics education needs to incorporate teaching about global issues related to diversity, such as migration, cross-cultural conflict, and human rights. This way, students will understand diversity not only locally but also internationally. The significance of civic education in fostering tolerance is also supported by previous studies which show that Pancasila and civic education give impact positive to improvement tolerance student at the secondary level (Aini & Rosyadi, 2022). This study revealed that students who participating in citizenship education usually have a more positive attitude open and respectful of diversity, which is an important sign of tolerance. Furthermore, civics education also serves as a means to counter radicalization and intolerance among the younger generation. Pipit Widiatmaka and colleagues (2023) stated that civics education can play a role in countering radicalism by teaching values such as respect for differences, mutual respect, and tolerance. In this context, civics education aims not only to shape students' character but also to create a more peaceful and harmonious society.

## Conclusion

This study indicates that civics instruction has a significant positive impact on students' tolerant views of religious and cultural diversity. By emphasizing the values of Pancasila, human rights, and Indonesian history and culture, students not only gain knowledge but also develop a tolerant attitude and respect for differences. Discussions, collaborative projects, and participation in social events that emphasize diversity further strengthen the sense of solidarity among students. Although there are barriers to understanding some ideas related to diversity, it is very important for teachers to use interactive and engaging learning approaches, citizenship education can adapt to global dynamics and offer a deeper understanding of diversity issues at both the local and global levels. In general, civics education serves as a strategic tool in creating a harmonious and peaceful society, as well as a measure to prevent radicalization and intolerance among the younger generation. The findings of this study emphasize the importance of civics education in developing students' character and respect for differences, thus contributing to the creation of an inclusive and just society.

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