



The Role of Civic Education in Promoting Diversity and Tolerance in Schools

Laros Tuhuteru^{1*}, Abu Muna Almaududi Ausat², Emy Yunita Rahma Pratiwi³, Suherlan⁴

¹ (Department of Tadris Social Science, IAIN Sheikh Nurjati Cirebon, Indonesia).

² (Department of Business Administration, University of Subang, Indonesia).

³ (Department of Elementary School Teacher Education, Hasyim Asy'ari University Tebuireng Jombang, Indonesia).

⁴ (Department of Public Administration, University of Subang, Indonesia).

* Corresponding Author. E-mail: 1larostuhuteru0@gmail.com

Receive: 17/01/2023

Accepted: 27/02/2023

Published: 01/03/2023

Abstrak

Di era globalisasi, keberagaman sosial semakin menjadi hal yang umum di masyarakat. Keberagaman ini dapat terwujud dalam berbagai bentuk, seperti perbedaan agama, suku, ras, dan budaya. Keberagaman ini sering kali menjadi sumber konflik dan ketegangan di masyarakat. Sekolah sebagai salah satu institusi pendidikan diharapkan dapat memberikan kontribusi dalam menciptakan masyarakat yang harmonis dan damai, di mana keberagaman dapat diterima dan dihargai. Penelitian ini bertujuan untuk menganalisis peran pendidikan kewarganegaraan dalam meningkatkan keberagaman dan toleransi di sekolah. Penelitian ini bersifat kualitatif. Teknik pengumpulan data meliputi menyimak dan mencatat informasi penting untuk melakukan analisis data melalui reduksi data, display data, dan penarikan kesimpulan. Studi ini menunjukkan hasil bahwa pendidikan kewarganegaraan memiliki peran penting dalam meningkatkan keberagaman dan toleransi di sekolah. Melalui pendidikan kewarganegaraan, siswa dapat memahami nilai-nilai kebangsaan, hak dan kewajiban sebagai warga negara, serta mengembangkan sikap toleransi terhadap perbedaan budaya, agama, dan etnis.

Kata Kunci: Pendidikan, Kewarganegaraan, Keberagaman, Toleransi

Abstract

In the era of globalisation, social diversity is increasingly becoming common in society. This diversity can manifest in various forms, such as differences in religion, ethnicity, race, and culture. This diversity is often a source of conflict and tension in society. Schools as one of the educational institutions are expected to contribute to creating a harmonious and peaceful society, where diversity is accepted and respected. This study aims to analyse the role of civic education in enhancing diversity and tolerance in schools. This research is qualitative in nature. Data collection techniques include listening and recording important information to conduct data analysis through data reduction, data display, and conclusion drawing. This

study shows the results that civic education has an important role in improving diversity and tolerance in schools. Through civic education, students can understand national values, rights and obligations as citizens, and develop an attitude of tolerance towards cultural, religious and ethnic differences.

Keywords: Education, Citizenship, Diversity, Tolerance

Introduction

The background of the research on "The Role of Civic Education in Enhancing Diversity and Tolerance in Schools" is based on the fact that in this era of globalisation, social diversity is increasingly becoming common in society [1] and [2]. This diversity can manifest in various forms, such as differences in religion, ethnicity, race, and culture [3]. This diversity is often a source of conflict and tension in society [4].

Schools as one of the educational institutions are expected to contribute in creating a harmonious and peaceful society, where diversity can be accepted and appreciated [5] and [6]. Citizenship Education is one of the subjects that plays a role in shaping students' attitudes and characters in dealing with this diversity [7]; [8] and [9].

However, there are still some schools that have not realised the important role of Civic Education in increasing diversity and tolerance. This is evident from the cases of intolerance in schools, such as bullying, discrimination, and other acts of violence. Therefore, this study aims to analyse the role of Citizenship Education in improving diversity and tolerance in schools. It is hoped that the results of this study can provide a better understanding of the importance of Citizenship Education in overcoming the problems of diversity and intolerance in schools and provide recommendations for schools in improving the teaching of Citizenship Education.

Method

This study's researchers can save time and effort by avoiding data collection in the field by instead reading the relevant literature. Keywords related to this topic were used to search online databases and archival issues of scholarly journals for articles on topics such as education, citizenship, diversity, and tolerance. A reliable reference list does not require the writers to use only specific online resources like Emerald Insight, Research Gate, or Elsevier journal portals. Citizenship education, diversity, and tolerance in schools were the authors' chosen keywords to keep the focus on the articles' major themes. Journals, articles, and publications published anytime between 2013 and the present were included in the search. We used keyword searches on several online databases to find the references we needed. To be clear, not every article or journal that gets downloaded will be used; only the ones that are most pertinent to the topic of civic education in schools and how it relates to diversity and tolerance. The article draws on a total of 24 sources.

This study opted for a more in-depth qualitative method. One of the ways of data gathering was listening to and recording pertinent information, which was then followed by data reduction, data presentation, and conclusion drawing to provide a full image of the literature research that was created. In order for the data to yield useful insights and make it easier to draw conclusions, we simplified, categorized, and eliminated irrelevant data during the data reduction phase. It's important to analyze the data through the

reduction stage because of the sheer volume and complexity of the data. In this elimination phase, we determined which pieces of information were most useful in achieving our objective. We started with a total of 41 references. The total increased from 12 to 24 sources following this preliminary screening. The data was then displayed. Following on from data reduction, this phase involves systematically arranging data for straightforward interpretation and drawing of conclusions. The data presented here is narrative in structure. (in the form of field notes). It will be simpler to organize and structure the data according to a pattern of relationships if we present it in this way. At last, it's time to make some inferences from the information. This is the last stage of the qualitative data analysis process, and it refers back to the initial goals of the research. In this stage, we attempt to draw inferences and develop remedies based on the obtained data by spotting trends, patterns, and outliers. The sources we rely on are trustworthy, so we can draw reliable judgments. This is an effort to arrive at a reasonable conclusion in the hopes that it may facilitate better comprehension.

Result and Discussion

Civic education has an important role in increasing diversity and tolerance in schools [10] and [11]. Through civic education, students can understand national values, rights and obligations as citizens, and develop an attitude of tolerance towards cultural, religious and ethnic differences [12]. Civic education can help students to understand that even though they have cultural, religious, or ethnic differences, they still have something in common as citizens who have the same rights and obligations [13]. In this case, students can understand that diversity is a wealth and strength for the Indonesian nation [14]; [15] and [16].

Through civic education, students are also taught about the importance of dialogue and discussion in finding solutions to existing differences. This will help students to understand that differences are not something to be feared, but rather to be valued and managed well.

Civic education can also help students to develop an attitude of tolerance towards cultural, religious and ethnic differences [17]. In this case, students are taught to respect differences, not to discriminate, and to be fair and wise in interacting with others. In implementing citizenship education, schools can use an approach based on real experiences and practices [18]. This can be done through activities that involve students in getting to know and interacting with people of diverse cultures, religions and ethnicities.

The role of civic education in increasing diversity and tolerance in schools is very important because basically, civic education aims to form citizens who have an understanding and awareness of their rights and obligations as citizens, and have an attitude of tolerance towards existing differences [19]. Through civic education, students can understand that even though they have cultural, religious, or ethnic differences, they still have similarities as citizens who have the same rights and obligations. This can help students to appreciate differences, avoid discrimination and encourage diversity.

In addition, civic education can also help students to develop an attitude of tolerance towards cultural, religious and ethnic differences [20] and [21]. In this case, students are taught to respect differences, not to discriminate, and to be fair and wise in interacting with others. An approach based on real-life experiences and practices is also very important in implementing citizenship education. By involving students in activities that engage with culturally, religiously and ethnically

diverse communities, students can learn from real experiences and understand that diversity is a wealth that must be valued and maintained [22].

In addition, civic education can also help overcome conflicts that arise due to cultural, religious and ethnic differences [23] and [24]. By understanding and appreciating these differences, students can interact well with classmates from different backgrounds, thus helping to prevent conflicts that may arise in the school environment. In implementing citizenship education, schools can involve various parties such as teachers, parents and the community. This is important to create an environment that supports and facilitates students' learning process in understanding civic values and developing tolerance towards differences.

In conclusion, civic education has a very important role in increasing diversity and tolerance in schools. Through civic education, students can understand national values, rights and obligations as citizens, and develop an attitude of tolerance towards cultural, religious and ethnic differences. With good implementation, civic education can help create a harmonious school environment that upholds the values of diversity.

Conclusion

Civic education has an important role in improving diversity and tolerance in schools. Through civic education, students can understand national values, rights and obligations as citizens, and develop an attitude of tolerance towards cultural, religious and ethnic differences. With good implementation, civic education can help create a harmonious school environment that upholds the values of diversity.

To increase the effectiveness of civic education in improving diversity and tolerance in schools, there are several suggestions that can be implemented,

including: Firstly, improving the quality of the civic education curriculum to accommodate the needs of diverse students. Second, involving teachers and parents in the implementation of civic education to create a supportive school environment. Third, encouraging students to participate in extracurricular activities or student organisations that strengthen diversity and tolerance. Finally, conduct regular evaluations of the civic education programme to evaluate its effectiveness and correct weaknesses in implementation. By implementing these suggestions, it is hoped that civic education can have a positive impact on increasing diversity and tolerance in schools.

References

- [1] S. Yoga S, "Perubahan Sosial Budaya Masyarakat Indonesia dan Perkembangan Teknologi Komunikasi," *Jurnal Al-Bayan*, vol. 24, no. 1, pp. 29–46, 2018.
- [2] H. M. I. Nahak, "Upaya Melestarikan Budaya Indonesia di Era Globalisasi," *Jurnal Sosiologi Nusantara*, vol. 5, no. 1, pp. 65–76, Jun. 2019, doi: 10.33369/jsn.5.1.65-76.
- [3] A. Akhmadi, "Moderasi Beragama dalam Keragaman Indonesia," *Jurnal Diklat Keagamaan*, vol. 13, no. 2, pp. 45–55, 2019.
- [4] A. Widyawati, "Arah Konflik dalam Masyarakat Multikultural di Karimunjawa," *Yustisia*, vol. 4, no. 3, pp. 602–616, 2015.
- [5] W. A. Puspita, "Multikulturalisme dalam Pendidikan Anak Usia Dini," *Jurnal Ilmiah VISI P2TK PAUDNI*, vol. 8, no. 2, pp. 144–152, 2013.
- [6] A. Zen, R. Kusumastuti, D. Metris, S. S. Gadzali, and A. M. A. Ausat, "Implications of Entrepreneurship Education as a Field of Study for Advancing Research and Practice,"

- Journal on Education*, vol. 5, no. 4, pp. 11441–11453, 2023, doi: 10.31004/joe.v5i4.2091.
- [7] P. Dianti, “Integrasi Pendidikan Karakter dalam Pembelajaran Pendidikan Kewarganegaraan untuk Mengembangkan Karakter Siswa,” *Jurnal Pendidikan Ilmu Sosial*, vol. 23, no. 1, pp. 58–68, 2014.
- [8] L. Sati and D. A. Dewi, “Peran Pendidikan Kewarganegaraan Dalam Pendidikan Multikultural,” *Jurnal Pendidikan Tambusai*, vol. 5, no. 1, pp. 904–910, 2021.
- [9] Moh. Muchtarom, “Pendidikan Karakter bagi Warga Negara sebagai Upaya Mengembangkan Good Citizen,” *PKn Progresif*, vol. 12, no. 1, pp. 543–552, 2017.
- [10] A. N. Jannah, P. S. N, R. N. Yahya, D. A. Dewi, and Y. F. Furnamasari, “Peran Pendidikan Kewarganegaraan dalam Mewujudkan Sekolah Damai di Tengah-Tengah Kehidupan Masyarakat Pluralis,” *Jurnal Basicedu*, vol. 5, no. 6, pp. 5266–5274, Oct. 2021, doi: 10.31004/basicedu.v5i6.1604.
- [11] Muawanah, “Pentingnya Pendidikan untuk Tanamkan Sikap Toleran di Masyarakat,” *Jurnal Vijjacariya*, vol. 5, no. 1, pp. 57–70, 2018.
- [12] A. Suharyanto, “Peranan Pendidikan Kewarganegaraan Dalam Membina Sikap Toleransi Antar Siswa,” *Jurnal Ilmu Pemerintahan dan Sosial Politik UMA*, vol. 1, no. 2, pp. 192–203, 2013.
- [13] Y. Lubis and D. N. Priharto, *Pendidikan Pancasila dan Kewarganegaraan*, vol. 1. Jakarta Pusat: Pusat Kurikulum dan Perbukuan, 2021.
- [14] A. M. A. Ausat, “Positive Impact of The Covid-19 Pandemic on The World of Education,” *Jurnal Pendidikan*, vol. 23, no. 2, pp. 107–117, Sep. 2022, doi: 10.33830/JP.V23I2.3048.2022.
- [15] R. Peter and M. S. Simatupang, “Keberagaman Bahasa dan Budaya sebagai Kekayaan Bangsa Indonesia,” *Dialektika: Jurnal Bahasa, Sastra dan Budaya*, vol. 9, no. 1, pp. 96–105, Jul. 2022, doi: 10.33541/dia.v9i1.4028.
- [16] Yulianti and D. A. Dewi, “Penanaman Nilai Toleransi dan Keberagaman Suku Bangsa Siswa Sekolah Dasar Melalui Pendidikan Kewarganegaraan,” *Edukasi Tematik: Jurnal Pendidikan Guru Sekolah Dasar*, vol. 2, no. 1, pp. 60–70, 2021.
- [17] S. Abdulatif and D. A. Dewi, “Peranan Pendidikan Kewarganegaraan dalam Membina Sikap Toleransi antar Siswa,” *Jurnal Pendidikan dan Pengajaran Guru Sekolah Dasar (JPPGuseda)*, vol. 4, no. 2, pp. 103–109, 2021.
- [18] M. W. N. Manafe, M. R. Ohara, S. S. Gadzali, M. A. K. Harahap, and A. M. A. Ausat, “Exploring the Relationship Between Entrepreneurial Mindsets and Business Success: Implications for Entrepreneurship Education,” *Journal on Education*, vol. 5, no. 4, pp. 12540–12547, 2023, doi: 10.31004/joe.v5i4.2238.
- [19] T. Yunita, “Pendidikan Kewarganegaraan dalam Memperkuat Integrasi Bangsa,” *Jurnal Pendidikan Kewarganegaraan Undiksha*, vol. 9, no. 2, pp. 282–290, 2021.
- [20] I. M. D. Atmaja, “Membangun Toleransi melalui Pendidikan Multikultural,” *Jurnal Pendidikan Kewarganegaraan Undiksha*, vol. 8, no. 1, pp. 113–121, 2020.
- [21] M. R. Effendi, Y. D. Alfauzan, and M. H. Nurinda, “Menjaga Toleransi

- melalui Pendidikan Multikultural,” *Al-Mutharahah: Jurnal Penelitian dan Kajian Sosial Keagamaan*, vol. 18, no. 1, pp. 43–51, 2021.
- [22] A. Munadlir, “Strategi Sekolah dalam Pendidikan Multikultural,” *Jurnal Pendidikan Sekolah Dasar*, vol. 2, no. 2, pp. 115–130, 2016.
- [23] S. Sipuan, I. Warsah, A. Amin, and A. Adisel, “Pendekatan Pendidikan Multikultural,” *Aksara: Jurnal Ilmu Pendidikan Nonformal*, vol. 8, no. 2, pp. 815–830, May 2022, doi: 10.37905/aksara.8.2.815-830.2022.
- [24] H. A. Hasibuan, “Pendidikan Kewarganegaraan: Internalisasi Nilai Toleransi untuk Mencegah Tindakan Diskriminatif dalam Kerangka Multikultural,” *Jurnal Pendidikan Kewarganegaraan Undiksha*, vol. 9, no. 2, pp. 440–453, 2021.

Author’s Profile

Dr. Laros Tuhuteru is a lecturer at IAIN Sheikh Nurjati Cirebon. He focuses on teaching in the Social Science Tadris study programme, Faculty of Tarbiyah and Keguruan Sciences.

Abu Muna Almaududi Ausat, M.AB is a lecturer at Universitas Subang. He focuses on teaching in the Business Administration study programme, Faculty of Administrative Sciences.

Emy Yunita Rahma Pratiwi, M.Pd is a lecturer at Hasyim Asy’ari University Tebuireng Jombang. She focuses on teaching in the Elementary School Teacher Education study programme, she is also a permanent lecturer.

Dr. Suherlan is a lecturer at Universitas Subang. He focuses on teaching in the Public Administration study programme, Faculty of Administrative Sciences.