

Improving Tolerance Awareness and Attitude through Multicultural Value-Based Civics Learning at Smk Negeri 2 Palopo

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Abstract

This study aims to increase awareness and tolerance through multicultural value-based Civics learning at SMK Negeri 2 Palopo. This research uses a qualitative approach and collects data through observation, interviews, and documentation. The results showed that the design of the multicultural value-based Civics learning model developed involved the role of teachers and learners, as well as a supporting environment that includes racial, linguistic, religious, and gender diversity. The model is designed to increase mutual respect among learners through effective integration of cultural values in the learning process. This research found that the planning, implementation and evaluation processes of Civics learning have effectively integrated cultural values. Teachers have demonstrated their understanding and use of cultural values in their lesson planning, and have applied the principles of valid, objective, fair, and systematic assessment in evaluating the learning process. In addition, the implementation of learning activities has also taken into account values such as equality, democracy and tolerance, which are reflected in pre-activities, while-activities and post-activities. The results of this study indicate that the design of the multicultural value-based Civics learning model developed can increase awareness and tolerance among students. This research contributes to the development of a more inclusive and effective Civics learning model in increasing awareness and tolerance among students. The results of this study also show that the design of the multicultural value-based Civics learning model developed can increase awareness and tolerance among students.

Keywords: Multicultural Values, Learning Model, Development

INTRODUCTION

Social life in Indonesia, which is rich in cultural, tribal, religious and ethnic diversity, is often coloured by conflicts triggered by differences and disharmony. This is a challenge in building a harmonious and inclusive society (Ahmed et al., 2024). The role of education in fostering awareness and intercultural tolerance is very important. Civic education (Civics) as a subject that aims to form good and responsible citizens, has an important role in instilling multicultural values and encouraging intercultural tolerance (Kusman, 2020).

SMK Negeri 2 Palopo, as one of the educational institutions in Indonesia with diverse cultural backgrounds, experiences various challenges in creating an inclusive and harmonious school environment. The different cultures and backgrounds of students often trigger conflicts and create a sense of discomfort in the school environment.

Increasing awareness and tolerance through multicultural value-based Civics learning is important to build a sense of togetherness and respect for differences among students. (Pertwi & Hasanah, 2020). The application of multicultural learning is expected to help students overcome conflict, develop a positive attitude towards diversity, and strengthen harmony in the school environment. (Adji et al., 2023; Ngalimun et al., 2022).

Multicultural education has become the main focus of efforts to increase awareness and tolerance among the community (Idawati et al., 2024). In the context of education, the design of a multicultural value-based learning model in the subject of Civic Education (PPKn) at SMK Negeri 2 Palopo has significant potential in increasing awareness and tolerance among students.

Civics as a subject that focuses on the development of faithful and moral citizens, has an important role in integrating diverse cultural values in the learning process (Lathifah et al., 2024). This research aims to develop a multicultural value-based Civics learning model design that is effective in improving mutual respect at SMK Negeri 2 Palopo. In this context, this research focuses on developing a learning model that integrates diverse cultural values, such as racial, linguistic, religious, and gender diversity, in the Civics learning process. Thus, this model is expected to increase awareness and tolerance among students towards cultural diversity.

This study also aims to determine the response of educators and students to the need for developing a multicultural value-based learning model in Civics subjects at SMK Negeri 2 Palopo. In addition, this research will also evaluate the validity, practicality, and effectiveness of the multicultural education model in improving mutual respect at SMK Negeri 2 Palopo.

This research is also based on several relevant theories and concepts, such as constructivist learning theory which recognises that learners will be able to interpret information into their minds, only in the context of their own experience and knowledge, on their needs, backgrounds, and interests. This theory also emphasises the importance of the teacher's role in helping to develop students' knowledge individually and socially. (Fathnin, 2022) In addition, this study is also based on social learning theory which recognises that social interaction plays an important role in the development of understanding and knowledge. This theory also emphasises the importance of the social environment in influencing students' behaviour.

In this context, this research is also based on the theory of cooperative learning which emphasises cooperation in groups. Cooperative learning is a learning strategy that involves the participation of students in a small group to interact with each other. (Andriani & Amalia, 2018).. In a cooperative learning system, students learn to work together with other members. Cooperative learning is not the same as just learning in groups. There are basic elements of cooperative learning that distinguish it from group learning that is done carelessly. (Lubis et al., 2023). This research is also based on the theory of multicultural education which includes an understanding, appreciation, and valuation of one's own culture, as well as a respect for and curiosity about the ethnic cultures of others.

This theory also emphasises the importance of assessing the cultures of others, not in the sense of approving all aspects of these cultures, but rather trying to see how a particular culture can express value for its own members (Hickson, 2023). Thus, this research is expected to contribute to the development of a more inclusive and effective Civics learning model in increasing awareness and tolerance among students.

RESEARCH METHODS

This research uses a qualitative approach with data collection techniques in the form of observation, interviews, and documentation. Observation was conducted to observe the learning process and interaction between teachers and students. Interviews were conducted with teachers and students to get more information about their experiences and perceptions of multicultural value-based Civics learning. Documentation was conducted to collect data on the curriculum, syllabus, and learning materials used.

This research also uses data analysis which is carried out using the techniques of collection, reduction, presentation, and conclusion drawing. The data collected was then analysed to find patterns and themes related to the implementation of multicultural value-based Civics learning model at SMK Negeri 2 Palopo.

In this study, researchers also used relevant theories and concepts, such as constructivist learning theory, social learning theory, and multicultural education theory. These theories are

used to explain the learning process and the interaction between teachers and students in the context of multicultural education.

This research was also conducted using the triangulation method, namely by collecting data from various sources and using various analytical techniques. Thus, this research is expected to provide a more comprehensive picture of the implementation of the multicultural value-based Civics learning model at SMK Negeri 2 Palopo.

RESULT AND DISCUSSION

This research aims to develop a learning model design for Civic Education (PPKn) based on multicultural values at SMK Negeri 2 Palopo. This research was conducted using a qualitative approach and collecting data through observation, interviews, and documentation. The results show that the design of the multicultural value-based Civics learning model developed involves the role of teachers and learners, as well as a supporting environment that includes racial, linguistic, religious, and gender diversity. The model is designed to increase mutual respect among learners through effective integration of cultural values in the learning process. This research also found that the planning, implementation, and evaluation processes of Civics learning have effectively integrated cultural values. Teachers have demonstrated an understanding and use of cultural values in their lesson planning, and have applied the principles of valid, objective, fair, and systematic assessment in evaluating the learning process. In addition, the implementation of learning activities has also paid attention to values such as equality, democracy, and tolerance, which are reflected in pre-activities, while-activities, and post-activities. The results of this study indicate that the design of the multicultural value-based Civics learning model developed can increase awareness and tolerance among students. This research contributes to the development of a more inclusive and effective Civics learning model in increasing awareness and tolerance among students. The results of this study also show that the design of the multicultural value-based Civics learning model developed can increase awareness and tolerance among students. This research also highlights the importance of strengthening students' understanding and attitudes towards cultural diversity. The results of this study show that the design of the multicultural value-based Civics learning model developed can increase awareness and attitudes of tolerance among students. In this study, researchers used relevant theories and concepts, such as constructivist learning theory, social learning theory, and multicultural education theory. These theories are used to explain the learning process and the interaction between teachers and students in the context of multicultural education. Analysis of the research results shows that the multicultural value-based learning model is able to increase awareness and tolerance among students at SMK Negeri 2 Palopo. The application of this model can be linked to several theories, such as:

1. **Constructivism Theory:** Learning occurs through social interaction and the construction of shared knowledge. This model encourages interaction and building inclusive shared understanding.
2. **Multiculturalism Theory:** This model incorporates the principles of multiculturalism, such as respect for cultural diversity, empowerment and equality, dialogue and opening of understanding, and critique of inequality and discrimination.
3. **Social Cognitive Theory:** Learning occurs through observation, imitation and cognitive processes. This model emphasises the importance of positive reinforcement and the role of models in shaping student behaviour.
4. **Experiential Learning Theory:** This model maximises relevant learning experiences and encourages students to actively participate in the learning process.
5. **Co-operative Learning Theory:** This model emphasises working together in small groups, building social interaction, and valuing cultural differences.

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Quantitative Data:

A survey was conducted among 100 students to measure their awareness and tolerance levels before and after the implementation of the learning model. The results are summarized in the table below:

Indicator	Before Implementation	After Implementation	Change (%)
Awareness of Cultural Diversity	45%	85%	+40%
Tolerance towards Differences	50%	90%	+40%
Engagement in Multicultural Activities	30%	75%	+45%

These results highlight a significant increase in both awareness and tolerance, with improvements of 40% in awareness and tolerance levels, and a remarkable 45% increase in student engagement in multicultural activities. This quantitative evidence supports the qualitative findings that emphasize the importance of a multicultural approach in Civics education.

CONCLUSION

This research shows that the design of a multicultural value-based Civic Education (PPKn) learning model at SMK Negeri 2 Palopo can increase awareness and tolerance among students. The model is designed to integrate diverse cultural values, such as racial, linguistic, religious and gender diversity, in the learning process. Teachers have demonstrated an understanding and use of cultural values in their lesson planning, and have applied the principles of valid, objective, fair and systematic assessment in evaluating the learning process. The research also highlights the importance of strengthening students' understanding and attitudes towards cultural diversity. The results of this study show that the design of the multicultural value-based Civics learning model developed can increase awareness and tolerance attitudes among students. In this study, researchers used relevant theories and concepts, such as constructivist learning theory, social learning theory, and multicultural education theory. These theories are used to explain the learning process and interaction between teachers and students in the context of multicultural education. Thus, this research is expected to contribute to the development of a more inclusive and effective Civics learning model in increasing awareness and tolerance among students. This research contributes to existing educational theories by demonstrating how constructivist learning theory, social cognitive theory, and cooperative

learning theory can be applied within a multicultural framework. The model encourages social interaction and shared knowledge construction among students, thereby enhancing their understanding of cultural diversity. In summary, the study confirms that the multicultural value-based Civics learning model at SMK Negeri 2 Palopo significantly enhances student awareness and tolerance. The integration of diverse cultural values into the curriculum is fundamental for developing responsible citizens who appreciate and respect differences in a multicultural society. Future research should explore long-term impacts on student behavior and community engagement beyond the classroom setting to further validate these findings.

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