Jurnal Civicus

Journal homepage: https://ejournal.upi.edu/index.php/civicus

Implementation of Civic Education on Students' Tolerance Attitude through Learning Media

S.R.N Imansyah[1], Rina Nuraeni[2], Akhmad Fauzi[3], Diah Wulansari Hudaya[1], Dian Sukma Larassati[1], Edo Wiguna[1], Adi Setiawan[1]*

[1]Politeknik Negeri Semarang, Indonesia
[2]Universitas Negeri Semarang, Indonesia
[3]Telkom University, Indonesia
Correspondence: E-mail: salmaarni8@gmail.com

A B S T R A C T

Cases of intolerance that occur become a problem that is often experienced, no exception by students who are in school , they perform acts of intolerance intentionally and unintentionally, this can be dangerous because it can become a habit that they will carry into adulthood. Tolerance is one of the attitudes that need to be taught from an early age, because tolerance requires special learning about the development of attitudes, and character of a person. Civic Education is one of the places to teach the value of tolerance, because Civic Education and tolerance are two things that are interrelated, so that the implementation of its implementation continues to develop until now. Researchers conducted research on 33 National and International Journals from 2013 to 2025 which then focused on to observe the implementation of Citizenship Education on students' tolerance attitudes. The results of this review show that there is potential to improve students' tolerance attitudes through the implementation of Citizenship Education which is carried out in various ways. Overall, this review is an appropriate reference point for further research by identifying research needs in the implementation of Civic Education on students' tolerance attitudes in schools effectively and efficiently.

A R T I C L E   I N F O

1. INTRODUCTION

Tolerance is explained as giving freedom to all citizens to be able to determine their attitude as long as it does not violate and conflict with order and peace of society. Tolerance is one of the characters that every human being needs to have in order to coexist harmoniously with other humans. However, in reality, the attitude of tolerance that exists, especially in Indonesia, is still very low, with the rampant cases of intolerance that exist both intentionally and not. Intolerance does not only occur in society in general, cases of tolerance also occur in the school environment and the perpetrators are students. A survey conducted by Setara Institute together with INFID in January to March 2023 and conducted in five major cities (Bandung, Bogor, Surabaya, Surakarta, and Padang) explained the increase in the number of high school students who showed active intolerant attitudes, from 2.4% in 2016 to 5% in 2023. In addition, 0.6% of students indicated exposure to radicalism, and 56.3% supported the implementation of Islamic law as the basis of the state, while 83.3% thought that Pancasila was not a permanent ideology.

Tolerance is an absolute requirement to be able to practice Pancasila as well as possible and ensure good relations among fellow Indonesian citizens (Suharyanto, 2013). With tolerance, the practice of Pancasila as the basis of the state will run well. Tolerance learning needs to be given early to all students so that they can understand the concept of tolerance and also the importance of tolerance attitudes so that it can be a provision for living in society and becoming a citizen who can accept and also appreciate the many differences that exist. As one of the attitudes of the eight national characters, tolerance must continue to be developed in a balanced manner in the education process, in order to produce the next generation that has good character (Apriliani *et al.*, 2020). Tolerance is not just a figure of speech, but tolerance is an attitude and also an understanding of how we can accept and coexist with all the differences that exist. The development of tolerance attitudes is taught at school through various subjects, especially Civic Education (Civics Education) which is one of the lessons that emphasizes character to make *good* and smart citizens (*to be good and smart citizenship).* Civic education has an important role in instilling students' tolerance attitudes, where this subject becomes a basis and introduction so that students can have tolerance values by letting them live in harmony above the differences that exist. Of course, the habituation and cultivation of tolerance attitudes in students will carry over until they grow up. This is the hope of the Indonesian state to avoid divisions / disputes between citizens of the country (Apriliani *et al.*, 2020).

The attitude of tolerance that is taught has a good purpose to be able to develop good character which will certainly be useful in students' lives later. The cultivation of tolerance attitudes needs to be carried out regularly at various levels of education and fully monitored by teachers in its implementation as preventive measures and also handling intolerance problems that occur in students with the implementation of learning that uses various innovative and creative learning media. Where the role of learning media today in a learning process is an inseparable unity. Learning media is one of the teaching aids for teachers to be able to convey teaching material, increase students' creativity and also increase student attention in the learning process (Tafonao, 2018). With the rapid development of the world of technology today, students today prefer the use of more interactive learning media, because by using learning media that can attract students' attention, it will increase students' interest and motivation to learn so that the results or *output* obtained will be maximized.

Media has a close relationship to our lives, especially at this time, the use of media has been used in various aspects, one of which is in the world of education. Learning media must function optimally to be able to improve the quality of the teaching and learning process.

Learning media functions to attract students' desire to learn, increase student understanding, provide strong and reliable data, condense the information transfer process and make it easier to interpret data (Wanti & Haris, 2020). The use of learning media will make it easier for both teachers and students to understand and apply tolerance attitudes both in the school environment ba hkan when they are in the community.

As the global dynamics of education evolve, one of the most significant advancements lies in the integration of digital and interactive media in civic education. Global citizenship education (GCE) has been the subject of much research in recent years, as it strives to prepare students for an increasingly interconnected world (Torres, 2020). According to (Emejulu, 2019), the digital realm opens up unprecedented opportunities for fostering tolerance, particularly through interactive learning platforms that engage students in real-time debates, discussions, and collaborations with their peers. These technologies, when applied in civic education, allow students to gain a more comprehensive understanding of their roles within a diverse society.

Furthermore, the use of digital media in civic education not only fosters tolerance but also contributes to the development of critical thinking, a key skill for navigating complex social issues in a diverse society (Levy, 2021). These technologies provide students with access to a wealth of information and viewpoints, allowing them to understand and respect different perspectives. In this context, civic education, when supported by effective learning media, plays a pivotal role in shaping students' civic attitudes. According to (Coelho, 2021), service learning and university social responsibility initiatives also use technology as a means of promoting civic engagement and tolerance among students.

Incorporating digital tools and platforms into civic education also aligns with the growing demand for critical digital citizenship in educational settings (Webster, 2024). For example, the use of platforms like online simulations or virtual exchanges can promote tolerance by immersing students in diverse global contexts and prompting them to engage with people from different backgrounds. This exposure allows students to not only understand tolerance intellectually but also to internalize it through personal experience, which is more impactful than theoretical knowledge alone (Payne, 2020).

One of the challenges of digital civic education, however, is ensuring that it is accessible and effective across different educational settings. Research by (Bowyer, 2020) suggests that while digital tools hold great promise for fostering tolerance, educators must be properly trained to use these tools effectively. Without adequate training and support, there is a risk that digital media could become a distraction rather than a tool for meaningful engagement. It is essential for educational institutions to invest in both technology and professional development for educators to maximize the potential of digital civic education.

Ultimately, the implementation of learning media, both digital and traditional, in civic education has the potential to significantly enhance students' understanding and practice of tolerance. As demonstrated in various studies, including those by (Alrakhman et al, 2022) and (Amhag et al, 2019), the use of interactive, multimedia tools can create an environment that not only teaches tolerance but also actively engages students in developing these attitudes. These learning media are crucial for helping students navigate and appreciate the complex and diverse world around them, preparing them to become more thoughtful, engaged, and tolerant citizens in the future.

In conclusion, the effective use of learning media in civic education offers a promising approach to addressing the challenges of intolerance and promoting tolerance among students. With the right combination of digital tools, educational strategies, and teacher

support, students can gain the skills and attitudes necessary for navigating a diverse society with respect and understanding.

2. LITERATURE REVIEW

The attitude of tolerance etymologically comes from English, *toleration* which if interpreted into the language is tolerance, in Arabic tolerance means *altasamuh*, which means tolerance, *teposliro*, and tolerance (Isnaeni & Pamulang, 2019). In general, tolerance is a tendency to appreciate every difference that exists so that there is peace (Apriliani *et al.*, 2020). The habituation of tolerance attitudes in children will carry over until they grow up. This is the hope of the Indonesian Nation to avoid divisions/disputes between citizens (Apriliani *et al.*, 2020).

Civic education is explained as one of the subjects that emphasizes character as one of the goals to educate the nation's life and also have good character. Civic Education is one of the core programs tasked with developing and improving the quality of human dignity and life of the Indonesian Nation towards the realization of national ideals (Suharyanto, 2013). Civic Education has a goal to make *good* and smart *citizens* (*to be good and smart citizenship*) this goal can be a whip that Civic Education is present in addition to increasing student intelligence in knowledge or IQ, what is more important is how to make students grow up with good character.

In this study, the researcher compares and refines previous research, *the first* is research on the role of Civic Education conducted by Agung Suharyanto entitled "The Role of Civic Education in Fostering Tolerance Attitudes Among Students" (Suharyanto, 2013) the refinement made is by focusing on writing in a smaller scope, namely the classroom environment. In a smaller scope, for example, research findings are limited to students in the classroom, which shows that the most effective programs are more focused on smaller groups, besides that problem solving will be better monitored and effectiveness and efficiency have a high chance of success.

Second, research conducted by Rosmala Hasiaputra and Baiq Rofiqoh Amaliah Syah in 2020 entitled "Implementation of Tolerance Education in Indonesia: A Literature Study" (Hadisaputra & Syah, 2020). This research provides an overview of how the implementation of tolerance education studies in Indonesia. The research conducted is the implementation of Citizenship Education on students' tolerance attitudes. From the results that the implementation of Civic Education is categorized based on the location where the implementation is carried out.

The design of this implementation has several features such as the development of media and methods that will support the implementation of tolerance education in Citizenship Education subjects which can be a new innovation in the world of education, so that both students and teachers will find it easy in this learning and later the *output of* student learning outcomes will have perfect results. This concept design will continue to go through system improvements to be able to improve maximum performance in the future.

One of the central themes that emerges from this body of research is the critical role of innovative learning media in supporting tolerance education. The development and use of media in civic education are essential for creating an engaging and interactive learning environment that can enhance students' understanding of tolerance. Modern learning media whether digital, interactive, or multimedia serve as powerful tools that can make complex topics, such as tolerance, more accessible and relatable for students. As (Bawden & Robinson, 2017) discuss, the incorporation of digital literacy into education equips students with the necessary skills to navigate the complexities of a digital world. This is particularly important

in fostering tolerance, as students need to be prepared to engage with diverse perspectives in an increasingly digital society.

Furthermore, (Chen & Lei, 2018) highlight the growing importance of digital citizenship education, particularly its role in improving students' digital literacy and fostering positive attitudes toward online behavior. Digital citizenship education, which is increasingly integrated into civic education, focuses on teaching students how to engage responsibly and ethically in the digital world. This includes promoting respectful online communication, critical thinking, and empathy, which are all essential components of a tolerant attitude. As social media becomes a major platform for student interaction, (Greenhow & Lewin, 2016) argue that social media offers unique opportunities for learning, as it blurs the boundaries between formal and informal education. Through platforms like social networks, students are exposed to diverse viewpoints, encouraging tolerance and respect for others' opinions.

The increasing integration of digital tools in education also necessitates a closer look at digital literacy, a concept that (Kerres & de Witt, 2017) emphasize as a key factor in students' academic achievement and personal development. Digital literacy enables students to critically evaluate information, interact responsibly online, and appreciate diverse viewpoints skills that are integral to fostering tolerance. By combining digital literacy with traditional civic education, educators can ensure that students not only understand the theoretical aspects of tolerance but also develop the practical skills needed to engage with others in an increasingly interconnected world.

Finally, the implementation of learning media and digital tools in civic education, when designed and used effectively, can lead to more engaged and thoughtful students who are better prepared to navigate the complexities of a multicultural and digital society. According to (Pearson & Biddle, 2017), security awareness and digital ethics play an essential role in ensuring that students' online behaviors contribute positively to a tolerant society. Digital tools, when integrated with ethical considerations, can help students understand the implications of their actions both online and offline, reinforcing the importance of responsible citizenship. This underscores the need for a comprehensive, integrated approach to civic education that combines traditional values with modern technological advancements, ensuring that future generations are equipped with the skills and attitudes needed to foster a tolerant and just society.

In conclusion, the existing literature on tolerance education suggests that civic education, particularly when supported by innovative learning media, plays a pivotal role in shaping students' attitudes toward tolerance. Whether through traditional classroom settings or digital platforms, the key to effective civic education lies in engaging students with the principles of respect, empathy, and responsibility. With the integration of digital tools and media, educators can foster a deeper understanding of tolerance that extends beyond the classroom and into the broader society. By investing in both teacher development and student engagement with these tools, schools can create environments that promote tolerance and prepare students for active, responsible participation in a diverse and interconnected world.

3. METHODS

This research uses the *Narrative Review* method, which aims to summarize and identify previously published articles, with the following correct protocol;
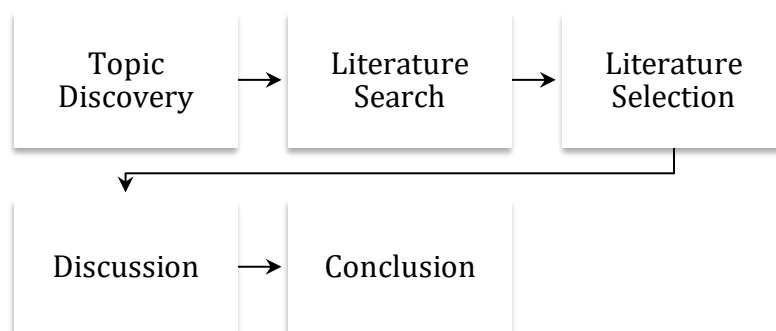
Figure 1. Flowchart o*f Narrative Review* Framework

Searching for articles obtained from national and international journals with using the keywords Civic Education, tolerance attitude, implementation of tolerance attitude, fostering tolerance attitude in schools, and implementation of civic education. The results of explanation resulted in 45 articles included in the abstract review, then 12 research articles were executed because they did not meet the criteria. Thus, resulting in 33 articles that were included into a complete review of the research and 2 articles were included in the comparison for the implementation of Citizenship Education on the Tolerance Attitude of students. Furthermore, it is discussed to fill the void of previous research in the current condition.

4. RESULTS AND DISCUSSION
4.1. Definition and Scope of Tolerance

Tolerance comes from Latin, namely *lotere*, which means *to lift up* (*to lift up*) (Hadisaputra & Syah, 2020). According to the KBBI, the term tolerance means a trait or a tolerant attitude where two groups with different cultures are in full contact with each other. Furthermore, tolerance is explained as an attitude and also an action that respects differences in religion, tribe, ethnicity, opinions, attitudes, and actions of others who are different from themselves (Astiasari *et al.*, 2015). Currently, tolerance is also one of the 18 national character values that are taught in schools. Based on language, it is also explained that tolerance is an attitude of accepting differences and training discomfort because of the differences of others that are not in ourselves.

The attitude of tolerance of individuals facing circumstances that are not in accordance with their expectations will not spontaneously say their negative feelings, but they will try to accept this as something that deserves to be appreciated (Nuswantari, 2018). Hindson & Caner (2008) explain that the use of the theme of tolerance continues to grow and give rise to new tolerance terms that far exceed traditional tolerance where this tolerance assumes that all beliefs are culturally true, because truth is seen as relative.

UNESCO in (Sarkin *et al.*, 2017) explains that tolerance is a form of respect, acceptance, and appreciation of the world's rich cultural diversity, a pure form of expression and a way of being human. The scope of tolerance explained by UNESCO can be explained very completely to understand the meaning of tolerance in a simple way, the scope of tolerance becomes a reflection of the attitude of tolerance in a society with a variety of religions, beliefs, schools of thought, customs and cultures.

With the above explanation of tolerance, the value of tolerance has a fairly broad meaning and is a subject of study that continues to be developed from all aspects, because tolerance is an attitude that starts from a difference, and differences are the closest thing to

us because basically humans are social creatures who have differences which then unite into a family, community, society and citizens who need each other.

4.2. The Role of Civic Education in Schools

Role is a dynamic aspect of position. If a person carries out duties regarding his rights and obligations in accordance with his position and applicable norms, he has indirectly carried out a role. Or it can also be said that a role is a behavior by someone who is important for social structures, the role of is a concept of the behavior of a person or group to assemble the rules carried out in the life of society and the state (Suharyanto, 2013). From this it is very clear that the role is an activity and also a treatment that has an impact both for itself and for the surrounding environment.

Civic Education is a lesson in conceptualization is an interacting component, substantively, the subject of principles while practicing "*democratic governance and citizens*" (Ihsan, 2017). This is in line with the objectives of Civic Education, namely *to* make good and smart citizens "*to be good and smart citizenship*" where with this goal it is clear that Civic Education has a role in addition to making smart citizens, but also more importantly to make students have good character in accordance with Pancasila and the 1945 Constitution of the Republic of Indonesia. In addition, Civic Education has a role to empower citizens through an educational process in order to play an active role in the life of the nation and state (Ihsan, 2017).

Citizenship Education has functions to: a) Develop and preserve Pancasila morals dynamically and openly; b) Develop and foster Indonesian people as a whole who are aware of politics and the Indonesian constitution; c) foster understanding and awareness of the relationship between citizens and fellow citizens and preliminary education for state defense in order to know and also be able to carry out their rights and obligations as citizens properly (Suharyanto, 2013).

Civic Education has a quite important role in fostering the nation's character, especially in learning at this time because the current curriculum is an independent curriculum which has an implementation that character education emphasizes on the development of moral and ethical values, as well as independent character in each student. Character education is present with the aim of being able to form a young generation with integrity. Citizenship Education has an important role in shaping the character of students in schools, so that with the existence of Citizenship Education, the objectives of Education will be realized.

4.3. Implementation of Citizenship Education on Students' Tolerance Attitudes at School

In the process of character building, especially tolerance and social care, a learning process is needed that can create an effective learning environment so that student learning outcomes are at an optimal level (Sari, 2016). Based on this, tolerance character building should require a learning process that can create a pleasant learning environment so that tolerance attitude building is carried out will run well. As is known, Tolerance Education is one of the basic attitudes that need to be taught to students from an early age so that they can know and also implement tolerance attitudes to students. One of the subjects that can teach about tolerance attitudes is Civic Education. Civic Education and tolerance attitude are inseparable, both are interrelated. Civics Education is a form of state concern in building and maintaining the life of society and the state, which contains the values of nation and state, one of which is the value of tolerance (Hadisaputra & Syah, 2020).

There are several things that need to be considered to implement social tolerance in schools through Citizenship Education, namely; *First,* by conducting harmonious interactions at school. Harmonious interactions in the classroom can be carried out by the teacher by

giving students the opportunity to ask questions, and giving rewards in the form of praise to students; *second*, by instilling a caring attitude among students; *third,* instilling a caring attitude between students (Japar *et al.,* 2019).

Civic education teaches tolerance through various ways because basically the value of tolerance is one of from 18 characters that are the basis of the existing curriculum in Indonesia regarding Character Education. One of the ways that is usually done in instilling character, especially tolerance, is by instilling habits such as the implementation of the Monday flag ceremony at school, or by respecting those who are speaking in front, and mutual respect between friends of different beliefs when praying (Nurgiansah, 2019). In addition to habituation, Citizenship Education to teach tolerance is carried out by using a variety of learning media that can attract students' interest. The very rapid development of science and technology requires that education make adjustments to teaching in schools (Wahid, 2018). There are seven learning models that can be adopted by teachers for today's learning. *Discovery learning*, *inquiry learning, problem-based learning, project-based learning, production-based training, teaching factory, and blended* learning are the media to combine face-to-face and online learning using media and teaching methods. These models can empower teachers to create a dynamic learning environment and support students' skill development (Rahim & Ismaya, 2023).

The seven models in the current era can of course be used by teachers in various subjects, one of which is Civic Education, the application of models that have developed over time, making the use of media in learning, especially for tolerance education, will be more diverse. So that students not only get material in the form of theory, but their level of thinking will be more critical and sharp in solving a problem because of the wrong approach of students using several models and also interactive media that places students as the center of attention, encourages cooperation, offers challenges, and is integrated in society and the main focus is to develop 4C skills: critical thinking, communication, collaboration, and creativity (Rahim & Ismaya, 2023). Educational media has positive power and synergy that can change the attitudes and behavior of students towards creative and dynamic changes, where the role of the media is needed because now the media is one part of the education system and also learning (Wahid, 2018).

With the explanation above regarding the implementation of Civic Education on tolerance attitudes has a fairly important role because by integrating interactive learning media, of course, it will increase the thinking power of the 4Cs above, with the growth of critical thinking skills, communication, collaboration and creativity of course requires a great attitude of tolerance because when they intersect directly, of course, it requires a feeling of respect and acceptance of existing differences. Tolerance is not only taught at home, but furthermore tolerance is taught directly at school with one of them is using the subject of Civic Education which is a lesson to foster and educate character and attitudes to become a good citizen.

5. CONCLUSION

Tolerance is one of the characters that is very important to be taught, understood and implemented in the lives of all humans as future leaders of the nation and also citizens who have good character. Learning tolerance attitudes in schools is carried out in various ways, one of which is in the subject of Civic Education, Civic Education has a considerable role in suppressing the number of intolerance that occurs, especially in students at this time. Civic Education teaches tolerance in various ways such as habituation and also utilizes interactive learning media so that various skills can emerge, such as communication, critical thinking,

collaboration and creativity which of course will make students better understand the importance of them to have and apply tolerance attitudes in everyday life.

6. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

7. REFERENCES

Alrakhman, R., Budimansyah, D., & Sapriya, S. (2022). Distant education: Online learning for civic education. *In Annual Civic Education Conference (ACEC 2021),* 381-388. Atlantis Press.

Amhag, L., Hellström, L., & Stigmar, M. (2019). Teacher educators' use of digital tools and needs for digital competence in higher education. *Journal of Digital Learning in Teacher Education, 35*(4), 203–220.

Apriliani, P. A. S., & Yudiana, K. (2020). Model pembelajaran doll speak berbasis kearifan lokal tat twam asi terhadap sikap toleransi siswa. *Mimbar PGSD Undiksha, 8(2),* 284-293.

Astiasari, R., Hanim, W., & Badrudjaman, A. (2015). Pengaruh layanan bimbingan kelompok dengan teknik modeling terhadap peningkatan karakter toleransi (studi pre-experiment pada siswa kelas vii smp labschool jakarta). *INSIGHT: Jurnal Bimbingan Konseling, 4(2),* 98-103.

Bawden, D., & Robinson, L. (2017). Information and digital literacy: A review of the literature. *Journal of Information Science,* 43(5), 617-624.

Bowyer, B. (2020). The digital dimensions of civic education: Assessing the effects of learning opportunities. *Journal of Applied Developmental Psychology 69 (101116)*, *1-11*.

Chen, W., & Lei, J. (2018). The impact of digital citizenship education on digital literacy and student attitudes. *Educational Technology Research and Development*, 66(1), 97-114.

Coelho, M. (2021). University social responsibility, service learning, and students' personal, professional, and civic education. *Frontiers in Psychology*, *12 (617300), 1-8.*

Emejulu, A. (2019). Towards a radical digital citizenship in digital education. *Critical Studies in Education*, *60*(1), 131-147,

Greenhow, C., & Lewin, C. (2016). *Social media and education: Reconceptualizing the boundaries of formal and informal learning*. *Learning, Media and Technology*, 41(1), 6-30.

Hadisaputra, P. (2020). Implementasi pendidikan toleransi di Indonesia. *Dialog*, *43(1),* 75-88.

Hindson, E., & Caner, E. (2008). The popular encyclopedia of apologetics: Surveying the evidence for the truth of christianity. *Harvest House Publishers*.

Ihsan, I. (2017). Kecenderungan global dalam proses pembelajaran pendidikan pancasila dan kewarganegaraan di sekolah. *JPK (Jurnal Pancasila Dan Kewarganegaraan)*, *2(2),* 49-58.

Isnaeni, F., & Pamulang, U. (2019). Mempererat kerukunan beragama melalui sikap toleransi. *Proceedings of the National Seminar, Harmonizing Diversity and Nationality for Millennials*, *1 (Desember),* 27-32.

Japar, M., Irawaty, I., & Fadhillah, D. N. (2019). Peran pelatihan penguatan toleransi sosial dalam pembelajaran pendidikan pancasila dan kewarganegaraan di sekolah menengah pertama. *Jurnal Pendidikan Ilmu Sosial, 29(2),* 94-104.

Kerres, M., & de Witt, C. (2017). Digital literacy and education: How digital competence influences student achievement. *Journal of Educational Technology & Society, 20(2),* 58-67.

Levy, B.L.M. (2021). The potential of "civic science education": Theory, research, practice, and uncertainties. *Science Education*, *105*(6), 1053-1075.

Nurgiansah, T. H. (2019). Pemutakhiran kurikulum pendidikan kewarganegaraan di era revolusi industri 4.0. *Proceedings of Medan State University Citizenship Seminar*, *1(1),* 95-102.

Nuswantari, N. (2018). Model pembelajaran nilai-nilai toleransi untuk anak sekolah dasar. *Premiere Educandum: Jurnal Pendidikan Dasar dan Pembelajaran, 8(1),* 41-53.

Payne, K.A. (2020). Reconceptualizing civic education for young children: Recognizing embodied civic action. *Education Citizenship and Social Justice*, *15*(1), 35-46.

Pearson, C., & Biddle, D. (2017). Security awareness and its implications for digital citizenship. *International Journal of Cyber Ethics in Education*, *7(3),* 1-15.

Rahim, A., & Ismaya, B. (2023). Pendidikan karakter dalam kurikulum merdeka belajar: Tantangan dan peluang. *Journal Sains and Education*, *1(3),* 88-96.

Sari, Y. M. (2016). Pembinaan toleransi dan peduli sosial dalam upaya memantapkan watak kewarganegaraan (civic disposition) siswa. *Jurnal Pendidikan Ilmu Sosial*, *23(1),* 15-26.

Sarkin Fada, H., Amali, I. O. O., Okafor, I. P., & Hussaini, M. (2017). Cultural awareness and religious tolerance a vital tool for sustainable development. *Card International Journal for Social Sciences and Conflict Management, 2(3),* 95-197.

Suharyanto, A. (2013). Peranan pendidikan kewarganegaraan dalam membina sikap toleransi antar siswa. *Jurnal Ilmu Pemerintahan dan Sosial Politik*, *2(1),* 192-203.

Tafonao, T. (2018). Peranan media pembelajaran dalam meningkatkan minat belajar mahasiswa. *Jurnal Komunikasi Pendidikan*, *2(2),* 103-114.

Torres, C.A. (2020). Global citizenship education at the crossroads: Globalization, global commons, common good, and critical consciousness. *Prospects*, *48*(3), 99-113.

Wahid, A. (2018). Jurnal pentingnya media pembelajaran dalam meningkatkan prestasi belajar. *Istiqra: Jurnal Pendidikan dan Pemikiran Islam, 5(2),* 1-11.

Wanti, A. S. W., & Haris, H. (2015). Peranan media gambar (visual) dalam meningkatkan konsentrasi belajar siswa pada mata pelajaran pkn di smpn 1 sungguminasa kabupaten gowa. *Jurnal Tomalebbi*, *2(2),* 29-34.

Webster, J. (2024). Updating digital citizenship education for a postdigital society. *New Zealand Journal of Educational Studies*, *59*(1), 109-124.