



RESEARCH ARTICLE

The Relationship of Civic Education Teaching Materials and Students' Tolerance Attitudes

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ABSTRACT

Tolerance is a critical aspect of civic education learning. Students must have an attitude of tolerance to create a harmonious environment. No literature correlated tolerance and the use of civic education teaching materials. This study seeks to evaluate the impact of civic education teaching materials on attitudes toward tolerance. Data was collected using a questionnaire administered to 72 persons categorized into two groups. The questionnaire had two categories: the tolerance attitude assessment and the teaching materials questionnaire. Both surveys will be subjected to statistical analysis, encompassing validity assessments, reliability evaluations, normality examinations, and independent t-tests. The tolerance attitudes of students at State Senior High School 1 Karanganyar are predominantly good. The T-test showed the correlation between students' tolerance attitudes and civic education teaching materials. The majority tolerance indicator was inside the excellent category. The result of the research demonstrated that the teaching materials employed positively influenced students' attitudes toward tolerance.

INTRODUCTION

Tolerance is based on multiple concepts, including tolerance, acceptance, and admiration for the great diversity of world cultures, different forms of self-expression, and various human ways (Benaziria & Murdiono, 2019; Dwintari & Murdiono, 2023; Hjerm et al., 2020). Tolerance encompasses several indicators, including love and affection, respect and reverence for others, and an openness to diverse diversity (Hjerm et al., 2020). An attitude of tolerance is crucial for students as it fosters a sense of camaraderie, cohesion, and reciprocal respect among individuals (Dwintari & Murdiono, 2023). The efficacy of the learning process is also affected by the attitude of tolerance among pupils (Dwintari & Murdiono, 2023).

The absence of character-building implementation fosters the emergence of intolerance among students (M. I. Maulana, 2022; Rokhman et al., 2014; Triyanto & Rejekiningsih, 2021). Common manifestations of intolerance among students include bullying (E. Sanders & D. Phye, 2003; Maromi et al., 2024), gang affiliation (Dustmann et al., 2023; Gxubane & Mguzulwa, 2019; Jailani, 2023), and fanaticism (Fauziah et al., 2024; Nugroho et al., 2021). Building character is a component examined in civic education (Ginting & Brutu, 2023; Sholeh et al., 2019). A notable achievement of civic education is student engagement, which is affected by utilizing teaching materials (Ahmed et al., 2024; Junaedi et al., 2023; Utami, 2020). Consequently, it is crucial to investigate the impact of civic education teaching materials on students' tolerance.

An investigation will be carried out concerning the civic education teaching material and the tolerance attitudes of students at State Senior High School 1 Karanganyar. This study seeks to evaluate the impact of civic education teaching materials on attitudes toward tolerance. This discussion has never been found in previous literature. The approach involved administering a

questionnaire on learning materials and attitudes toward tolerance. Various statistical tests were performed, including validity, reliability, normality, and independent t-tests. This research can be used as a basis for developing teaching materials to improve attitudes of tolerance.

MATERIAL AND METHOD

This study was a quantitative analysis. The data-collecting approach employed the teaching material questionnaire with 10 indicators (Appendix A in supplementary data) and the tolerance attitude questionnaire, consisting of 3 indicators (Appendix B in supplementary data). The teaching material questionnaire assessed the learning circumstances of implemented civic education programs. The tolerance attitude questionnaire assessed the tolerance attitudes of students. The study was performed at State Senior High School 1 Karanganyar during the 2024/2025 academic year. Data collection was conducted in the tenth grade, including 72 students from two classrooms (Class A and Class B). The data acquired from the questionnaire underwent statistical analyses (validity, reliability, normality, homogeneity, and independent t-test) using Minitab 18.

The questionnaire was administered using a Likert scale questionnaire. The Likert scale was divided into four levels, as seen in Table 1. The overall score for each questionnaire was determined using Equation 1 (Sugiyono, 2013). The mean value of each indicator in the questionnaire was categorized based on the criteria outlined in Table 2.

Table 1: Likert scale

Category	Score
Very Agree	4
Agree	3
Disagree	2
Strongly Disagree	1

$$P = \frac{f}{N} \times 100\% \dots \dots \dots (1)$$

P= Percentage of score obtained
 f = Total score obtained
 N= Maximal score

Table 2: Eligibility criteria

Percentage of Score	Criteria
0%-20%	Not needed /not good
20,1%-40%	Less needed/less good
40,1%-60%	Quite needed/quite good
60,1%-80%	needed/good
80,1%-100%	Very needed/very good

RESULT

A. Questionnaire validity test

Validity assessments were performed to evaluate the legitimacy of the tolerance attitude questionnaire questions and instructional materials (Sudaryono et al., 2019; Sugiarta et al., 2023). The questionnaire assessing students' tolerance attitudes was constructed using 10 indicators, including twenty questions. The questionnaire for assessing instructional material requirements was created using three indicators, including fifteen questions. The validity test was conducted by calculating the R_{cal} value with Minitab 18 software and comparing it with the R_{table} value. If R_{cal} is higher than R_{table} , the instrument's inquiries are considered valid. If R_{cal} is lower than R_{table} , the instrument's questions are deemed invalid (Nur et al., 2019; Razali et al., 2012). All R_{cal} values for classes A and B on the tolerance attitude and teaching materials questionnaire exceed R_{table} (Tables 3 and 4). Consequently, each question in the tolerance attitude was considered relevant and appropriate for this research.

Table 3: Results of the validity test of the tolerance attitude questionnaire

Question	R table (N= 36)	R _{cal}			
		Class A	Result	Class B	Result
1	0.329	0.364	Valid	0.336	Valid
2		0.388	Valid	0.603	Valid
3		0.630	Valid	0.526	Valid
4		0.386	Valid	0.399	Valid
5		0.509	Valid	0.503	Valid
6		0.331	Valid	0.361	Valid
7		0.527	Valid	0.589	Valid
8		0.505	Valid	0.492	Valid
9		0.470	Valid	0.653	Valid
10		0.464	Valid	0.504	Valid
11		0.465	Valid	0.455	Valid
12		0.512	Valid	0.496	Valid
13		0.506	Valid	0.436	Valid
14		0.519	Valid	0.548	Valid
15		0.519	Valid	0.336	Valid
16		0.520	Valid	0.594	Valid
17		0.591	Valid	0.548	Valid
18		0.377	Valid	0.450	Valid
19		0.682	Valid	0.447	Valid
20		0.643	Valid	0.421	Valid

Table 4: Results of the validity test of the teaching materials questionnaire

Question	Rtable (N= 36)	R _{cal}			
		Class A	Result	Class B	Result
1	0.329	0.679	Valid	0.419	Valid
2		0.486	Valid	0.342	Valid
3		0.749	Valid	0.527	Valid
4		0.361	Valid	0.364	Valid
5		0.549	Valid	0.409	Valid
6		0.356	Valid	0.501	Valid
7		0.465	Valid	0.657	Valid
8		0.771	Valid	0.472	Valid
9		0.600	Valid	0.389	Valid
10		0.658	Valid	0.427	Valid
11		0.683	Valid	0.429	Valid
12		0.677	Valid	0.764	Valid
13		0.702	Valid	0.483	Valid
14		0.575	Valid	0.679	Valid
15		0.739	Valid	0.458	Valid

B. Reliability test

Reliability testing is employed to evaluate the consistency of a questionnaire (Oktavia et al., 2018; Taherdoost, 2018). This reliability test is conducted to support the establishment of validity (A. Maulana, 2023; Sugiarta et al., 2023). A questionnaire was considered consistent or reliable if the Cronbach's Alpha value was higher than the R_{table}. According to Table 5, Cronbach's Alpha exceeds the R_{table} for Class A and Class B in the tolerance attitude questionnaire and teaching materials. The results demonstrate that the questionnaire instrument is reliable and suitable for application.

Table 5: Reliability test result

Classes	Cronbach's Alpha		R _{table} (N=36)
	Tolerance Attitude Questionnaire	Teaching Materials Questionnaire	
A	0.8212	0.8589	0.329
B	0.8286	0.7556	

C. Normality test

The normality test was performed to determine if the data obtained from the questionnaire follows a normal distribution. The normal distribution is a symmetrical, bell-shaped data distribution pattern that tapers at the edges and peaks at the center (Brereton, 2014; Das & Imon, 2016). Normality assessment was done with the Shapiro-Wilk technique through Minitab 18 software. This strategy was employed due to a small sample size (fewer than 50) (Hanusz et al., 2016; Mishra et al., 2019). Figure 1 illustrated a linear data distribution, with the P-value exceeding the significance level ($\alpha=0.05$). The results showed that the tolerance attitude and teaching materials questionnaire data were normally distributed.

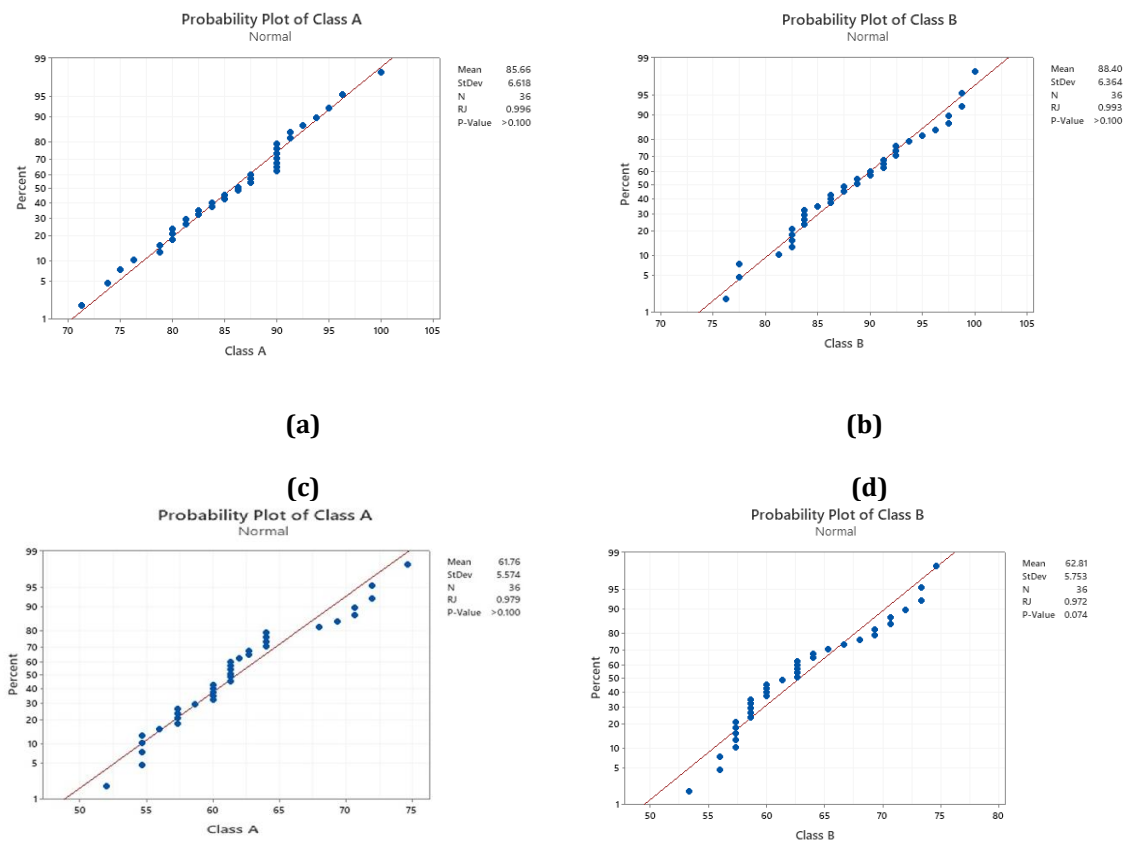


Figure 1: Normal distribution diagram of questionnaire: tolerance attitude (a and b), teaching materials (c and d)

D. Homogeneity test

The homogeneity test verifies whether the sample data originates from a uniform population (Calle-Saldarriaga et al., 2021; Zhou et al., 2023). According to Table 6, the P-value above the significance level ($\alpha=0.05$) for both the tolerance attitude and the teaching materials questionnaire indicated that the data from both questionnaires are homogenous or originate from the same group.

Table 6: Results of the homogeneity test for the tolerance attitude questionnaire

Questionnaire	Class	N	Standard of Deviation	Varians	Significance level	Lavene test (P-value)
Tolerance Attitude	A	36	6.62	43.79	0.05	0.90
	B		6.36	40.50		
Teaching Materials	A		6.46	41.70		0.88
	B		5.75	33.09		

E. Independent t-test

A T-test was performed with Minitab 18 software. This test evaluated the disparities in the average data of classes A and B regarding the tolerance attitude questionnaire and instructional materials.

Table 7 indicates that the P-value for the tolerance attitude questionnaire and the developed teaching materials was above the significance level of 0.05. A P-value exceeding the significance level indicates the acceptance of H0, meaning that classes A and B possess identical means. These results showed the similarity of tolerance levels and a uniform necessity for teaching tools in classes A and B.

Table 7: T-test results for Class A and B

Questionnaire	Class	N	Standard of Deviation	Means	Significance level	P-value
Tolerance Attitude	A	36	6.62	43.79	0.05	0.08
	B		6.36	40.50		
Teaching Materials	A		41.70	41.70		0.57
	B		33.09	33.09		

F. Relationship between tolerance and teaching materials

The relationships between tolerance attitudes and the educational materials utilized by students may be assessed by T-testing the total average scores (classes A and B) of the tolerance attitude questionnaire and the teaching materials. The P-value signifies a value under the significance level (Table 8). The results indicate that H1 is accepted, indicating the impact of students' tolerant attitudes on civic education teaching materials. Previous research showed that developing interactive visual-based educational materials using Adobe Flash Player positively influences the enhancement of students' tolerance attitudes, as evidenced by an increase in the class average from 7.08 to 8.5 between the pre-test and post-test (Iasha et al., 2018).

Table 8: Tolerance and teaching materials questionnaire T-test

Questionnaire	N	Standard of Deviation	Means	Significance level	P-value
Tolerance Attitude	72	6.09	62.41	0.05	0.00
Teaching Materials		6.59	87.03		

G. Analysis of questionnaire results

Tolerance questionnaires and training materials were provided to students in classes A and B, each with 36 students. Figure 2 illustrates the outcomes of the tolerance attitude questionnaire assessment. The categorization of each indicator in the tolerance attitude questionnaire reveals equal scores for Class A and Class B. The results demonstrate the congruence of tolerance attitudes in both classes. The score of each indication reveals that most of the category is rated as "very good" in classes A and B. These results indicate that students comprehend the concept of tolerance, facilitating the application of its values in daily life.

Figure 3 illustrates the outcomes of the teaching materials questionnaire in classes A and B. According to Indicator 1, the condition of civic education learning is good. The civic education instruction results in the tolerance attitudes of students in classes A and B being categorized as excellent. The results support the statistical analysis in sub-chapter 3.5, indicating a strong correlation between the utilization of teaching materials and students' attitudes toward tolerance in civic education. However, there is a necessity for innovation in the used teaching material. The results of indicator 2 emphasize the need for visually-based teaching material. Moreover, students desire a technology-based learning strategy to enhance their comprehension of the subject matter (as shown by indicator 3). The four highest percentages of students selecting optimal instructional materials possess creative traits, emphasize visual elements, are easily comprehensible, and are applicable (Figure 4).

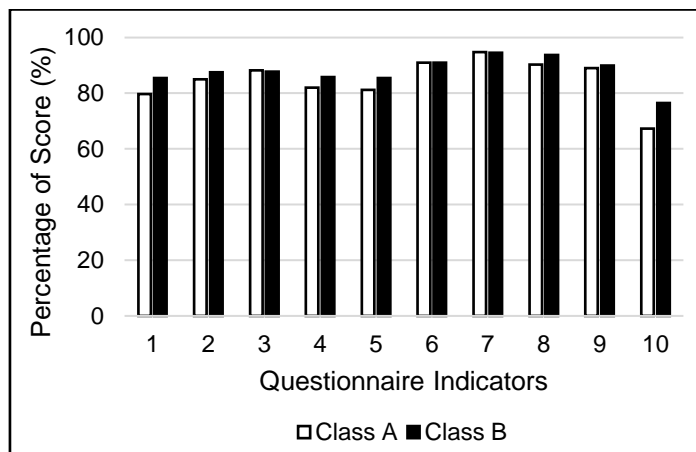


Figure 2: Comparison of the values of each indicator in the tolerance attitude questionnaire

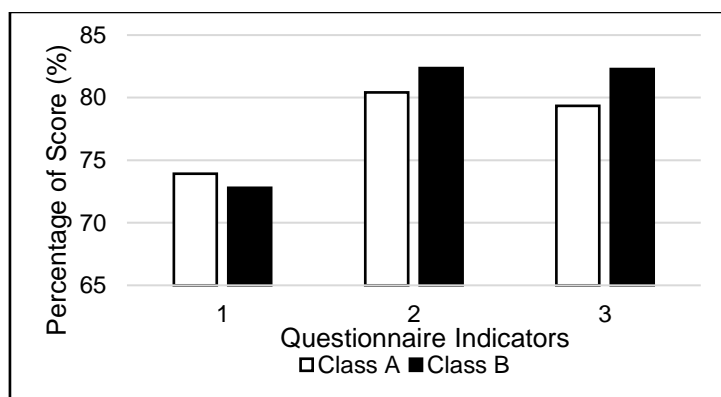


Figure 3: Comparison of the values of each indicator in the teaching material questionnaire

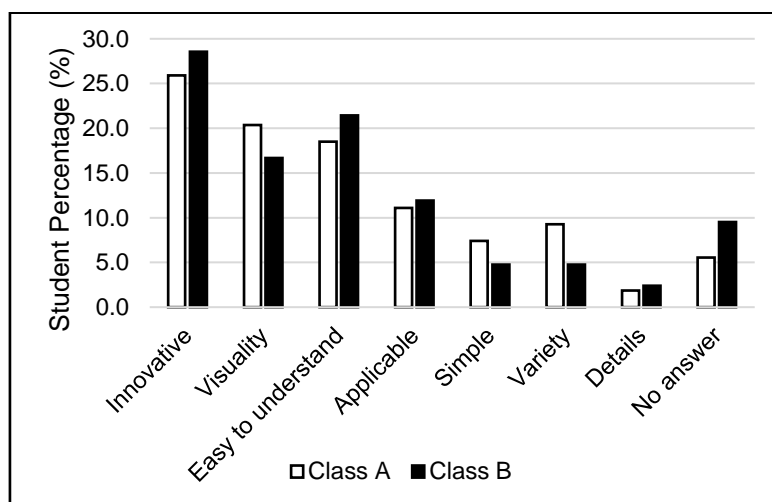


Figure 4: Characteristics of ideal teaching materials according to students

DISCUSSION

This research included two instruments: the tolerance attitude and teaching materials questionnaire. The objective of giving these two questionnaires was to assess the impact of the teaching materials questionnaire on tolerance attitudes at State Senior High School 1 Karanganyar. All items on the questionnaire have been confirmed as validated and exhibit strong reliability, as detailed in points A and B. The questionnaire used for the research must be valid to ensure that the data generated accurately reflects the actual conditions (Ranganathan & Caduff, 2023; Taherdoost, 2018). Simultaneously, the questionnaire must exhibit reliability to ensure that the generated data is

steady and consistent (Mohajan, 2017; Taherdoost, 2018). The outcomes of both questionnaires exhibited a normal distribution with good homogeneity, fulfilling the primary criteria for performing a t-test (Kim, 2019; Rizky et al., 2024; Susrianty et al., 2024).

The t-test illustrates the comparability of the average questionnaire results for teaching materials and tolerance attitudes between class A and class B. The t-test also demonstrates the impact of teaching materials on tolerance attitudes. The results suggest applying similar teaching materials in civic education for classes A and B. The teaching materials could foster a uniform tolerance attitude between classes A and B. According to Figure 2, most tolerance indicators exhibit an excellent category. Indicator 1 of the teaching material questionnaire indicates that civic education learning is classified as good. Using suitable teaching materials can promote this beneficial category of learning, hence improving students' engagement in the learning process (Abubakar, 2020; Ahmed et al., 2024; Andala, 2023). Students' attitudes toward tolerance are influenced by their significant interest in civic education (Beyer & Brese, 2024; Dwintari & Murdiono, 2023).

Indicator 1 of the teaching material questionnaire indicates that civic education learning activities are classified as good. Indicators 2 and 3 demonstrate that students require and are interested in visually-oriented instructional materials using a technology approach. Visual teaching materials enhance students' comprehension of the subject matter (F. Setiawan & Taiman, 2020; Snigdha & Moriom Akter, 2023). Moreover, visual teaching materials can be highly effective for illustrating the practical application of concepts in daily life (Pham & Nguyen, 2023; Shabiralyani et al., 2015). Visual teaching material, such as e-comics, can enhance student engagement and academic performance (Anggraeni et al., 2023; Bukian et al., 2024; Fitria et al., 2023; Indriana et al., 2024; Surya et al., 2020). The technology method of applying teaching materials is advantageous for accessibility, cost-efficiency, and enhancement of digital competencies (Haleem et al., 2022; Ramadhan & Inayati, 2024; Yang et al., 2014). The development of instructional materials at State Senior High School 1 Karanganyar may be enhanced using a visual and technological approach, more successfully influencing students' views toward tolerance. Using visual and technology-based instructional materials will satisfy the four attributes of optimal teaching materials identified by students: innovation, visual appeal, applicability, and comprehensibility (Figure 4).

CONCLUSION

Based on the research that has been conducted, it can be concluded that civic education teaching materials influence students' tolerance attitudes. The tolerance attitude of students at State Senior High School 1 Karanganyar is categorized as very good for most indicators. Although teaching materials significantly impact attitudes of tolerance, students consider it necessary to develop teaching materials by prioritizing the characteristics of a technological approach, innovation, visuals, ease of understanding, and applicability. The influence of innovative technology-based and visual teaching materials on attitudes of tolerance should be further investigated at primary, middle, or high school levels.

Authors' contributions

All authors have contributed to the paper. LDR developed concepts, performed in research activities, and composed manuscripts. T and TR, as LDR supervisors, corrected the research data and publications prepared before to submission.

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APPENDIX A
Results of the tolerance attitude questionnaire

Indicator		Question	Class A (%)	Category	Class B (%)	Category
1	Tolerance creates peace	If my friends bully me, I will not retaliate against them.	56.94	Good	71.53	Very Good
		I want to unite differences into a strength in my interactions with friends of different beliefs.	84.72		90.28	
		Gratitude for what one has, then a person will prioritize gratitude to God for all the abundant gifts given	97.92		94.44	
		Average	79.86		85.42	
2	A sense of appreciation for differences	I respect my friend's opinion even though his opinion is not right for me	81.94	Very Good	84.03	Very Good
		I do not criticize other people's work	86.11		91.67	
		I accept the results of the deliberation and consensus with an open heart	86.81		86.81	
		Average	84.95		87.50	
3	Tolerance can eliminate negative prejudices	Being kind to other people is a commendable attitude	96.53	Very Good	93.06	Very Good
		When my friends tell other people, I always avoid bad prejudice	79.86		82.64	
		Average	88.19		87.85	
4	An attitude of understanding between people is a form of tolerance.	Even though my opinion is not respected, I accept it sincerely	75.00	Very Good	79.86	Very Good
		I always accept my friends' opinions if it makes me better in the future.	88.89		91.67	
		Average	81.94		85.76	
5	Indifference and fear are the main causes of intolerance	Indifference towards others is a form of intolerance	81.25	Very Good	85.42	Very Good
		Average	81.25		85.42	
6	Love and compassion are the fundamental foundations of an attitude of tolerance.	In my opinion, being kind to others is a good attitude of tolerance	95.83	Very Good	95.83	Very Good
		I am always friendly to others	84.72		84.72	
		Everyone has their own goodness	92.36		92.36	
		Average	90.97		90.97	
7	Intolerant attitudes can occur due to the absence of love	It is not good to badmouth the ethnicity and religion of friends whose beliefs are different from ours.	95.14	Very Good	93.06	Very Good
		I think criticizing other people's shortcomings is a bad trait	94.44		95.83	
		Average	94.79		94.44	
8	Knowing and appreciating the goodness and conditions of others is part of an attitude of tolerance.	In my opinion, being kind to others and not showing favoritism is a good attitude of tolerance	90.28	Very Good	93.75	Very Good
		Average	90.28		93.75	

9	The attitude of tolerance is demonstrated through the ability to face difficult conditions in diversity	I always distance myself from useless (actions) in relationships	86.11	Very Good	88.19	Very Good
		Be more open and broad-minded about religion	91.67		91.67	
		Average	88.89		89.93	
10	Forgiving and accepting others who have done wrong is part of tolerance.	I don't hate and accept friends who have disturbed me	66.67	Good	77.08	Good
		Average	67.14		76.43	

APPENDIX B

Results of teaching materials questionnaire

Indicator		Question	Class A (%)	Category	Class B (%)	Category
1	Civic education learning conditions	Civic education learning is fun and interesting	80.56	Good	75.00	Good
		Civic education is my favorite subject	67.36		62.50	
		During learning, teachers are always enthusiastic about inviting you to interact and discuss	81.25		81.94	
		Civic Education is a difficult subject for you to understand	63.89		67.36	
		In your opinion, are the learning resources used in class sufficient?	68.06		70.83	
		I feel interested if studying civic education can use innovative teaching materials	81.94		79.17	
		Average	73.84		72.80	
2	The need for visual-based learning media	Visual-based learning media is interesting to use in civic education learning	86.11	Very Needed	84.72	Very Needed
		Presenting material in visual-based teaching materials can help you answer questions.	78.47		89.58	
		Visual-based teaching materials can provide motivation for learning civic education	82.64		84.03	
		Material is easy to understand when presented in an attractive visual form	80.56		86.81	
		The learning resources used by teachers are varied	74.31		66.67	
		Average	80.42		82.36	
3	The need to learn through technology	Existing learning resources can help you achieve your learning goals.	77.78	Needed	78.47	Very Needed
		By using media, methods and technology-based learning resources, it helps to understand learning materials.	81.25		87.50	
		Teachers have provided technology-based learning resources that are relevant to the learning material.	75.69		77.78	
		The use of technology-based teaching materials makes me practice civic education learning.	82.64		85.42	
		Average	79.34		82.29	