

Citizenship education courses are used as a means of implementing multicultural education at the Politeknik Pelayaran Sorong

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Abstract: The importance of intercultural education in vocational education motivates this study. This study aims to give a "rationalization" of the relevance of optimizing education, particularly civic education courses, as a kind of intercultural learning. This study employs a qualitative approach combined with descriptive methodologies. Study topic requirements do this and acquire in-depth information that incorporates social reality, and the findings will be conveyed subsequently in the form of reports and narrative descriptions. The study's findings show that the application of multicultural education in citizenship education courses at the Sorong Shipping Polytechnic can be seen in three major parts of the learning process: planning as seen from the lesson plan created independently by the lecturer, implementation of the material presented, and methods. Evaluation criteria for assessing learning outcomes that incorporate the weight of attitude assessment throughout the learning process are utilized. The cadets' concept of multiculturalism may be demonstrated via three multicultural components: their understanding of diversity awareness, openness to differences, and fair and equitable treatment.

Keywords: Cadet perspective, citizenship education, multicultural education

Menjadikan mata kuliah pendidikan kewarganegaraan sebagai sarana pelaksanaan pendidikan multikultural di Politeknik Pelayaran Sorong

ABSTRAK: Pentingnya pendidikan antar budaya dalam pendidikan kejuruan memotivasi penelitian ini. Tujuan penelitian ini adalah memberikan "rasionalisasi" terhadap relevansi optimalisasi pendidikan, khususnya mata kuliah pendidikan kewarganegaraan sebagai salah satu bentuk pembelajaran antar budaya. Penelitian ini menggunakan pendekatan kualitatif yang dipadukan dengan metodologi deskriptif. Hal ini dilakukan dengan mempelajari persyaratan topik dan memperoleh informasi mendalam yang memuat realitas sosial, dan temuan selanjutnya akan disampaikan dalam bentuk laporan dan deskripsi naratif. Temuan penelitian menunjukkan bahwa penerapan pendidikan multikultural pada mata kuliah pendidikan kewarganegaraan di Politeknik Pelayaran Sorong dapat dilihat pada tiga bagian besar proses pembelajaran: perencanaan yang dilihat dari RPP yang dibuat secara mandiri oleh dosen, pelaksanaan materi, disajikan, dan metode. Kriteria evaluasi untuk menilai hasil belajar yang memuat bobot penilaian sikap sepanjang proses pembelajaran digunakan. Konsep multikulturalisme taruna dapat diwujudkan melalui tiga komponen multikultural, yaitu pemahaman akan kesadaran keberagaman, keterbukaan terhadap perbedaan, dan perlakuan yang adil dan merata.

Kata Kunci: Perspektif taruna, pendidikan kewarganegaraan, pendidikan multikultural

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INTRODUCTION

The fact that diversity has become an indisputable reality is one of God Almighty's blessings to the Indonesian people. Of course, the reality of this country's variety must act as a deterrent, if not a motivator, for the Indonesian nation to be born as a developed and recognized nation. Indonesia's variety of ethnicities, religions, races, and inter-groups makes the country notable for its cultural richness (Zulfikar et al., 2023). However, current prejudice, together with the growth of ethnicity, religion, ancestry, and group of people (Called *SARA* in Indonesia) violence and horizontal conflict, is an unavoidable fact, the repercussions of which can drag the Indonesian country into the valley of its destruction. As a result, as a tangible form of being smart and a good citizen, there is a need for quantitative and systematic power to live up to the knowledge of living in peace, respect, prosperity, and even looking after each other in mutual love (Abidin, 2016).

In essence, violence arises from racial disparities, discriminatory thought patterns, and conflicts between groups often stem from tensions that arise during the active period of the democratic process, which are usually triggered by various political ideologies. As responsible members of society, we must voice our concerns over this scenario, especially considering Indonesia's reputation for solidarity and inclusion. The gap in political preferences should be addressed wisely and politely to minimize the emergence of excessive conflict (Nanggala, 2020). Horizontal conflict in the social order of society is very likely to occur during the election period (Jamaludin, 2019). Therefore, people with knowledge, wisdom, and a strong moral compass are essential in mitigating and managing potential conflicts.

Contrary to general belief, conflicts that threaten the multiculturalism, unity, and diversity of the Indonesian nation do not always originate from political disputes and differences of opinion. However, this may be due to society's intelligence and general development. Indonesia is distinguished not only by its belief in the existence of the Almighty God which became social capital in achieving independence, but also by its initial capital, namely a strong sense of unity, which became a catalyst for its efforts to achieve independence. Develop into enlightened citizens characterized by strong character (Permady & Zulfikar, 2021). Even though Indonesia is a multicultural nation, national identity and unity is a spirit of unity that must be inherited realistically to maintain the country's standing as a dignified nation and state (Lestari, 2015).

Education is often considered a very effective means of upholding the principles of tolerance, fostering a sense of unity, and increasing feelings of love and respect between individuals (Lionar, 2109). Several benefits can be obtained from providing methodical education in preserving and transmitting these elements. The constitution mandates education in Indonesia as a national strategic policy that aims to produce intellectually intelligent individuals with strong character. It is important to know that education is not solely the government's responsibility but also all Indonesian citizens' responsibility. This collective responsibility reflects the basic values of unity and integrity. Aligning education to advance the Republic of Indonesia requires conformity with Indonesia's ideals to become a nation that is in harmony with the progress and advancement of the current era (Zulfikar & Permady, 2021).

The primary objective of education in Indonesia is to cultivate morally upright and intellectually superior citizens. In a nation where the populace can depend on its

representatives to help establish harmony and justice and promote society's overall well-being. This assertion is further supported by the findings of a study (Najmina, 2018), which demonstrates that Indonesian education places a greater emphasis than mere intellectual prowess; rather, it seeks to integrate intelligence with the character development of the Indonesian people. To cultivate human capital that embodies virtue, competitiveness, and the capacity to make meaningful contributions to the nation's progress. This noble objective is manifested in the rational objective of citizenship education, which is to enhance individuals' knowledge, abilities, and character to transform them into responsible members of society who actively participate in nation-building. The primary objective of citizenship education in institutions is to achieve this (Afandi, 2018).

The goal of creating a scientific concept of citizenship education that takes an interdisciplinary, multi-disciplinary, and even trans-disciplinary approach is to answer the challenges of development and the needs of the times by focusing the learning process on the formation of intelligent and good citizens. The main point of the learning process is to answer the challenges of development and the needs of the times. It has been emphasized (Kariadi, 2016) that citizenship education, when viewed from the perspective of a curriculum that is oriented towards global insight and to keep up with current developments, must have characteristics that are cross-disciplinary, involve various scientific disciplines, and integrate various scientific disciplines. This is because citizenship education must be able to keep up with the most recent developments in the world. Because of the manifestation of their dedication to maintaining the existence of the nation's life also optimizing the quality of Indonesia's human resources, it is undeniable that various possible threats, both internal and external, play a role in creating an analysis in the series of developments in science and knowledge in Indonesia. This is especially true for threats at the core of creating the character of citizens amid increasingly complex and dynamic conditions (Ramedlon et al., 2021).

Citizenship education must be included in the curriculum as a required topic, and this presence should be enhanced in every way, using as much forethought and preparation as is feasible. In the citizenship education framework, Nanggala (2020) emphasize the importance of providing students with a multicultural education and learning experiences. Students, including pupils and students, are given advice and direction to understand the variety that exists in Indonesian society, both in terms of religion and culture, as well as experiences and perspectives on life. This guidance and direction is provided within the context of this framework. Mazid and Suharno (2019) give more proof by claiming that citizenship education has a strategic role in addressing Indonesia's social and political circumstances. This is an important point to keep in mind. This is a response to a question on the significance of acknowledging the value of maintaining variety in Indonesian culture and the fact that doing so may even be required of us.

Providing citizenship education to cadets is vital to fostering their comprehension of societal roles and obligations (Widiatmaka, 2021). Citizenship education is to provide a full and thorough understanding of fundamental democratic principles, human rights, justice, and equality to all individuals undergoing the educational program. Furthermore, the learning methodologies employed in the educational setting foster an environment that promotes open discourse, dialogue, and valuing other perspectives. Furthermore, citizenship education imparts knowledge of varied historical events and cultural practices

while highlighting other societies' significant contributions. In addition, it is imperative to foster an environment that promotes cadets' awareness and comprehension of their rights and responsibilities as upstanding members of society. This includes fostering an understanding of their entitlements and duties about tolerance, appreciation for diversity, and active engagement in democratic practices. Furthermore, incorporating civic education fosters the cultivation of favourable dispositions and the promotion of tolerance among students, enabling them to embrace and cherish the diversity inherent in various aspects of human existence, including lifestyles, beliefs, values, and cultural practices.

Therefore, cadets are exposed to multicultural education to foster their comprehension and appreciation of diverse ways of life, beliefs, values, and cultures. This pertains to the citizenship education curriculum, which endeavours to cultivate individuals who exhibit heightened levels of empathy, inclusivity, and consciousness regarding the multifaceted nature of their societies. With an enhanced comprehension of this concept, cadets are anticipated to make a constructive contribution toward the construction of an inclusive and diverse society. Citizenship education assumes a significant role in equipping cadets with the necessary skills and knowledge to effectively navigate and contribute to a society that is characterized by growing complexity and multiculturalism on a global scale. The author's curiosity was piqued, leading them to express a desire to acquire further knowledge regarding the integration of multicultural education at the Sorong Shipping Polytechnic, namely through the utilization of citizenship education courses.

METHOD

The present study was conducted inside the academic setting of Politeknik Pelayaran Sorong. The selection of this location as a research site was made because all the various activities related to the implementation of multicultural education took place within the context of citizenship education courses offered by the Politeknik Pelayaran Sorong. The study participants consisted of nine individuals, including three instructors responsible for teaching citizenship education courses and six cadets who were either now enrolled in or had already completed citizenship education courses. The study was carried out for a duration of five months, spanning from March 2023 to July 2023. The present study employed a qualitative research design, utilizing descriptive methodologies. The descriptive approach is employed by researchers due to its aim of providing a narrative description of diverse information through the implementation of critical analytical investigations on the acquired data.

This study aims to comprehensively describe a symptom or phenomenon that manifests during citizenship education instruction in higher education. The focus of this study pertains to the utilization or execution of multicultural education within the context of citizenship education instruction. According to Sugiyono (2019), qualitative descriptive research focuses on conducting a series of activities to collect data in its natural state without imposing specific conditions that may influence or bias the findings.

The utilization of descriptive study methodologies in this research aims to examine preexisting data and elucidate the significance inherent in the data. By employing this approach, the process of problem discourse and data examination becomes efficient and comprehensible. Furthermore, the descriptive methodology encompasses the utilization of many techniques, such as data analysis, literature reviews, field observations, and

interviews with credible sources. These approaches enable the extraction of informative findings that are grounded on reliable facts, thereby establishing the scientific and empirical nature of the research. This study aims to examine the implementation of multicultural education in citizenship education courses, specifically focusing on the role of literature (lesson plans, textbooks) and students as key components of the research. The data analysis will provide insights into the findings and conclusions derived from this research.

RESULTS

Citizenship education is an educational curriculum centred around individuals' holistic development and personal growth, intending to cultivate well-rounded citizens. Based on the findings presented in the document, it is imperative to design, develop, implement, and evaluate citizenship education within the framework of fostering civic intelligence. This intelligence is psychosocially manifested through the acquisition of civic knowledge, the cultivation of civic attitudes (civic dispositions), the demonstration of civic skills (civic skills), the cultivation of civic commitment, the cultivation of civic confidence, and the demonstration of civic competence. These attributes are derived from and coalesce into civic virtues and civility. The abilities serve as provisions that enable each person to actively engage in civic involvement, thereby exemplifying their civic obligation. The foundation and structure for comprehending the nature of citizenship education courses in higher education, particularly in the context of general subjects, can be attributed to three key elements.

This study primarily examines the supportive documentation for Civics instruction at Politeknik Pelayaran Sorong to ascertain the significance of citizenship education in the execution of multicultural education. Specifically, the analysis centres on the Semester Lesson Plan encompassing the intended learning outcomes, instructional materials, and pedagogical approaches employed.

Semester lesson plan development.

The civics course, also known as the personality development course, offered at the polytechnic serves as a student orientation program aimed at enhancing national awareness and fostering a sense of patriotism, democracy, and legal consciousness. This course is recognized for its inclusivity and active involvement in nation-building, grounded in the principles of Pancasila. Citizenship education serves the purpose of imparting national, democratic, legal, multicultural, and citizenship education to students. It aims to foster the development of individuals who possess an awareness of their rights and responsibilities, as well as intelligence, competence, and moral character. These qualities enable them to contribute to the construction of a nation and state founded upon the principles of Pancasila and the 1945 constitution in alignment with their respective academic disciplines and professions. The civics learning plan at Politeknik Pelayaran Sorong is designed by the graduate competency standards mandated by the Indonesian government for the Indonesian national qualification framework, as evidenced by data results from relevant papers. This stage aims to provide indicators or benchmarks for the attainment of competence and the content of civics education, as well as instructional approaches for instructors delivering civic education courses at the Politeknik Pelayaran

Sorong. Adjustments are made to adjust the learning process so that it can meet the demands related to the desired cadet character development.

Civics lecturers use descriptions and matrices to develop their lesson plans. This plan comprises nine distinct components. The point-by-point description comprises the following: (1) The name of the academic program, the course code, the semester, the number of credits, and the name of the lecturer; (2) The course's graduate learning outcomes; and (3) There are components to course objectives: (a) The meeting agenda, which specifies the number of meetings dedicated to civics education, and (b) Accomplishments in learning about each subject matter addressed. (c) Material details and sub-topics, comprising specifics of the primary subjects and material that arise because of the discourse on the subject matter. (d) The learning process, encompassing student activities, comprises the instructional models or approaches that will be implemented during said activities. (e) Assignments and assessments, specifying the criteria for the assessment or assignment format, and (f) Media and sources material, including a compilation of cited works or educational resources consulted. The sources comprising the lesson plan that serve as the foundation for learning activities support civics education as a vehicle for multicultural education for students, according to the findings of the documentation study.

Course learning accomplishments

The formulation of civics learning outcomes as a vehicle for multicultural student education is geared toward producing individuals who are devoted to the Almighty God, uphold a sense of humanity, care for others, and can contribute to the advancement of civilization by Pancasila, according to documentation studies of learning planning. By employing operational language to express learning objectives in civics, these achievements direct students toward the capacity to comprehend and apply diverse concepts and generalizations of civics material through active participation in social, national, and state affairs. The results obtained from the documentation study suggest that implementing multicultural student education through civics learning inspires students to actively participate in fostering a virtuous social life and to treat one another with respect based on humanity.

The learning resources

The analysis of syllabi and learning plans reveals that the syllabus encompasses the topic of Indonesian nationality and statehood, comprising various sub-topics such as the nature of civics, the constitution of the Republic of Indonesia, citizens' rights and obligations, national identity, human rights, archipelago Insight, national resilience and state defence, democracy, regional autonomy, and national integration. The subject matter is further divided into many subtopics that are included within the curriculum. In the context of multicultural education, the sub-subjects do not place separate emphasis on inclusivity. Nevertheless, the primary focus of the major material is to enhance intercultural education for cadets.

Based on this understanding, it may be inferred that the field of higher education in civics lacks explicit discourse about multicultural education. Nevertheless, this measure is deemed suitable because multicultural education encompasses a viewpoint, disposition,

and intrinsic drive for cadets to interact with one another based on universal human values without discriminating against diverse backgrounds. Consequently, this approach yields favourable outcomes after engagement in civics education. Therefore, the examination of each subject matter constitutes an integral component of the principles of multicultural education, which are included in the many subjects under the domain of civics. Therefore, each sub-subject within the field of civics is designed to cultivate in cadets a sense of humanity that values pluralism, resulting from the establishment of the Indonesian nation based on ethnic, religious, racial, and inter-group diversity. As a result, multicultural education places significant emphasis on incorporating this philosophy into every aspect of the curriculum. The topic of discussion concerns civic education.

Therefore, by analyzing the data extracted from various documents such as syllabi and learning plans, it becomes evident that the content included in the civics curriculum aims to cultivate cadets' understanding and valuing of other origins, with the goal of fostering societal progress and unity at both the national and state levels. Therefore, the enhancement of diversity is not confined to any one topic in isolation but is incorporated into all current curriculum materials. In this instance, it is crucial to underscore the need to use appropriate procedures and tactics to effectively execute all content included within the field of civics to attain the most favourable outcomes.

Learning methods

Based on the empirical evidence derived from observations and documented data, it is evident that the strategies or methodologies employed by instructors to facilitate the learning of civics as a manifestation of multicultural education encompass group discussions, problem-solving activities, lectures, case studies, and question-and-answer sessions. Group discussion, lecture, case study, and question-and-answer techniques used in civics education are interconnected with implementing multicultural education. These methods serve as effective tools for fostering comprehension and admiration of cultural variety, as well as the inherent ideals included within such diversity. Group discussion is a pedagogical approach aimed at facilitating cadets' exploration and fostering a more comprehensive understanding of other cultures, beliefs, and experiences among group participants. Within the realm of intercultural education, discussion groups have been identified as a viable mechanism for fostering the development of tolerance, mutual respect, and an enhanced awareness of variety.

The lecture method is a pedagogical approach that may be used to provide a comprehensive comprehension of subjects about cultural diversity. Within the framework of multicultural education, lectures may serve as a pedagogical tool to facilitate the introduction of diverse ideas, values, and viewpoints originating from a multitude of cultures. Lecturers can disseminate knowledge, provide illustrative instances, and share personal experiences, all of which contribute to cadets' comprehension and cultivation of an appreciation for variety. The case study technique entails the examination and analysis of authentic occurrences or scenarios that are pertinent to the topics under consideration. Within the realm of civic education, case studies serve as a valuable tool for delving into matters about cultural discord, obstacles in cross-cultural communication, and societal concerns associated with diversity.

The use of a question-and-answer format promotes engaging interactions between instructors and students as inquiries are posed and deliberated upon. Debriefing strategies are used within the context of intercultural education to induce introspection effectively, promote the cultivation of understanding, and address and overcome prejudiced attitudes. The efficacy of multicultural education in attaining its objectives may be enhanced by integrating diverse educational methodologies, including but not limited to group discussions, lectures, case studies, and question-and-answer sessions. The use of a wide range of varied and captivating instructional approaches facilitates the cultivation of cadets' comprehension, skills, and attitudes that are essential for effectively navigating a society that is progressively characterized by cultural diversity.

Learning evaluation

The assessment of civics learning encompasses both the evaluation of the process and the outcomes, as shown by the examination of data in the field according to the syllabus and lesson plan. The process assessment is conducted to evaluate students' engagement in the learning process, whereas the results assessment is conducted to ascertain students' comprehension and appreciation of the concepts and content about the challenges associated with the integration of multicultural education within the civics curriculum. The evaluation of processes and outcomes has significant importance in the domain of civics education, as it provides insights into the academic capabilities, attitudes, and skills shown by students. This assessment also serves as a reflection of the implementation of multicultural education in the learning environment.

In addition to including information about national and state affairs, the field of civics is also closely associated with the cultivation of moral ideals, including the principle of respecting plurality. Hence, the evaluation conducted encompasses not only the cognitive domain but also the affective and psychomotor domains of students' learning, namely via assessments such as attendance records, mid-term examinations, and final examinations. The process manifests itself via the cultivation of a positive attitude towards classroom engagement and active involvement in the learning process.

DISCUSSION

In addition to including information about national and state affairs, the field of civics is also closely associated with the cultivation of moral ideals, including the principle of respecting plurality. Hence, the evaluation conducted encompasses not only the cognitive domain but also the affective and psychomotor domains of students' learning, namely via assessments such as attendance records, mid-term examinations, and final examinations. The process manifests itself via the cultivation of a positive attitude towards classroom engagement and active involvement in the learning process.

The preceding statement demonstrates that the application of multicultural values in citizenship learning is an integral part of the learning process, such as providing equal opportunities for cadets to participate actively in learning by focusing on learning methods for cadets to listen to their aspirations and experiences. About the state or substance being opened. This is included in the classroom learning process, emphasizing acceptance of religious, pluralistic, and multicultural realities that occur in people's lives (Afandi, 2018). The semester lesson plan for citizenship education at the polytechnic is prepared

independently by lecturers by paying attention to the achievements of graduates assigned to courses, particularly those related to attitudes as citizens who are devoted to God Almighty, uphold humanity, care for others, and capable of contributing to the advancement of civilization based on Pancasila. As a result, the application of multicultural education may be observed in how course learning outcomes are developed, which contain features of multicultural education (Erawati & Raya, 2017).

Aside from that, the learning matrix, which is connected to learning material aimed primarily at developing multicultural education, shows the use of multicultural education in citizenship education courses. Examples of content that might be covered in this course include citizen rights and duties, human rights, and national integration. This description implies that not all the content in civics discusses intercultural education particularly. However, this step is deemed appropriate because multicultural education is a perspective, attitude, and self-motivation for cadets to treat each other based on human values that do not differentiate between different backgrounds, resulting in a positive impact after participating in civics learning. Offering the capacity to tolerate diversity helps cadets' self-development (Tabi'in, 2020) because each subject is part of the multicultural education concept woven into every Civics subject. As a result of the formation of the Indonesian nation based on ethnic, religious, racial, and inter-group diversity, each sub-subject in civics is directed so that students have a sense of humanity that respects pluralism so that multicultural education places greater emphasis on the philosophy of equality inherent in every civics education material (Ibrahim, 2013).

Aside from that, there is a learning technique that gives equal opportunity to fulfill cadets' full potential via a cadet-centred learning process that includes talks and case studies, as well as listening to cadets' ambitions and experiences. Discussions include exchanges between cadets and lecturers as well as cadets themselves to increase their grasp of intercultural education issues. Discussions might take place in small groups or as a class. Discussions also stimulate involvement; therefore, lecturers must foster an inclusive atmosphere in which every cadet feels comfortable participating (Permady et al., 2021). Lecturers may also facilitate debates to ensure that all opinions are heard and respected. Then there are case studies, which may increase the use of multicultural education in civic education courses since the case study approach entails comprehending and evaluating specific multicultural education-related circumstances. Case studies might include real-life examples or settings that demand intercultural problem-solving (Kurniawan & Iskandar, 2021).

The learning outcome evaluation criteria, which assigns 25% weight to cadets' attitudes throughout the learning process, demonstrates the implementation of multicultural education in citizenship education courses. The attitude assessment is used to evaluate cadet participation in learning, whereas the results assessment is used to determine cadets' understanding and appreciation of the concepts and substance of problems related to the integration of multicultural education into the learning process. This indicates that in civics learning, the final evaluation criteria do not just highlight information, but attitudes are also considered in creating the overall assessment standards. Citizenship education classes may, therefore serve as a platform for students to develop their knowledge, attitudes, and abilities in dealing with an increasingly complex multicultural society. With the appropriate approach, this training may help cadets become

inclusive, tolerant, and positive contributors (Amin, 2018). The goal of including multicultural education in civics classes is to provide cadets with the knowledge, attitudes, and abilities required to live and contribute to a multicultural society. Cadets will be able to gain a greater awareness of cultural diversity, learn to respect differences and form inclusive interactions with the community around them via suitable learning materials, methodologies, and assessments (Prasetyo et al., 2017).

As a result, the use of multicultural education in civic education courses may be divided into three parts: Planning as viewed from the lesson plan, the contents of which highlight that cadets are loyal to God Almighty, maintain a feeling of humanity, care for others, and can contribute to the advancement of civilization based on Pancasila. Implementing a series of cadet activities carried out during the learning process, such as providing learning materials related to multicultural educational contexts such as human rights, national integration, and the rights and obligations of citizens with the support of learning methods that stimulate cadets in an attitude of tolerance, mutual affection, and compassion, and learning to respect differences between people, as evidenced by the methods used, such as gr Evaluation learning result evaluation standards that give cadet attitudes throughout the learning process 25% weight. The evaluation criteria pertain to attitudes such as tolerance, mutual affection, love, and learning to tolerate differences, which are displayed throughout the learning process of civic education courses.

CONCLUSION

Based on the findings of the author's study and discussion, there are numerous conclusions that the author may state, namely that the application of multicultural education in civic education courses can be viewed from three basic perspectives: Planning can be evident from the lesson plan, prepared independently by the speaker and whose contents highlight cadets are loyal to God Almighty, support humanity, care for others, and can contribute to the advancement of civilization based on Pancasila. Implementing a series of cadet activities carried out during the learning process, such as providing learning materials related to multicultural educational contexts such as human rights, national integration, and the rights and obligations of citizens with the support of learning methods that stimulate cadets in an attitude of tolerance, mutual affection, and compassion, and learning to respect differences between people. This is evidenced by the methods used, such as the evaluation of learning results. The evaluation standards give cadet attitudes throughout the learning process 25% weight. The evaluation criteria pertain to attitudes such as tolerance, mutual affection, love, and learning to tolerate differences, displayed throughout civic education courses' learning process.

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