

## The strategy of integrating tolerance values into civics learning in inclusive school

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### Article History

Submitted : 05-07-2021  
Revised : 07-08-2021  
Accepted : 21-08-2023  
Published : 31-10-2023

### Article Link

<https://journal.uny.ac.id/index.php/civics/article/view/42158>

### Abstract

Tolerance is one of the important characteristics to be instilled in a plurality in society. The purpose of this study is to determine the strategy for integrating the value of tolerance in Civics learning in Inclusive Education Schools. This research is qualitative descriptive research with interview data collection techniques, observation, and document analysis. The strategy for integrating the value of tolerance in Civics learning in Inclusive education-providing schools is carried out with the stages of planning, implementing, and evaluating learning. Designing learning planning for regular and inclusive students and improving teaching competencies in inclusive classes. Implementation of learning is done by providing advice and motivation during learning, taking an emotional approach with students, forming an attitude of empathy, giving appreciation for the tolerant attitude shown by students, and applying a heterogeneous group learning model. The assessment is carried out by distinguishing the content of the assessment between students who do not have special needs and students with special needs who are adjusted to their obstacles and abilities.

**Keywords:** Civic education; inclusive school; tolerance

### Introduction

Since 2004, Yogyakarta has been declared an inclusive province with the enactment of regional regulation number 4 of 2012 concerning protecting and fulfilling the rights of persons with disabilities, which has been enacted effectively since 2014. As a disability-friendly city, by 2022, Yogyakarta will target 85 schools to provide inclusive education. In inclusive schools, students with special needs study together in the same class as students without special needs. Setara Institute in 2019 noted that Yogyakarta was one of Indonesia's ten cities with the highest cases of intolerance. In schools providing inclusive education, there are still cases of intolerance committed against students with special needs by friends in their class (Siron & Mulyono, 2018). In fact, by mixing students who do not have special requirements with students with



special needs, students must have a tolerant character to accept others' flaws. Intolerance shows a character crisis and a decline in the morality of the nation's children. Values education is becoming increasingly important to be applied in educational institutions considering the crisis of character and morality of the nation's children (Ediyanto & Kawai, 2023; Parker, 2014; Romlah et al., 2023)

Inclusive education has a different dimension than public schools. Friend & William (2015, p. 33) state that the practice of inclusion has three dimensions, (1) physical integration, which places students with special needs in the same room as normal students; (2) social integration, namely the existence of relationships between students with disabilities with classmates, peers, and adults that must always be maintained; (3) integration of learning, in which students with special needs must be taught with the same curriculum as normal students by providing teaching and learning and achievement targets that have been modified based on the abilities of children with special needs. These three dimensions indicate that students with special needs can get public education with all modifications to support the abilities of these students.

Tolerance is a character that supports the creation of harmony. Tolerance is an individual's integrative dynamic quality, which is based on the acceptance of differences, which shows that each personality shows moral principles in interactions between individuals and others (Levina et al., 2016). Tolerance is also defined as a value at the core of humanity. It must be respected and practiced, convincing people with diverse religious, racial, and cultural backgrounds to live peacefully and harmoniously (Zawawi et al., 2020)). Tolerance is simply interpreted as harmony in difference (Rapp & Freitag, 2015)

Meanwhile, intolerance is an attitude of disintegration and conflict, in which activities involve coercion and are followed by violence (Utomo & Wasino, 2020). Tolerance can create awareness and acceptance of diversity in life to create harmony between others amid differences. To understand diversity, Kurniawan (2018, p. 3) states that we must understand multiculturalism, which is comprehended as an idea that defines the rights of citizens with ethnic differences.

The elements of tolerance are giving freedom and independence, recognizing the rights of others, respecting other people's beliefs, and understanding each other. Freedom is given from birth until later death. Tolerance is known as an effective subject in the teaching and learning process. Teaching tolerance is a high-level, complex, and difficult process (Kord & Tamini, 2017). Tolerance implies holding back or accepting what we do not accept (Muldoon et al., 2012). People often associate tolerance with citizenship competence and positive attitudes towards group differences, understanding it as respect for, acceptance of, and appreciation of diversity. van Doorn (2014) states that tolerance is accepting a disagreement, disapproval, or dislike. Isac et al. (2018) state that tolerance education teaches people to understand, appreciate, value, and practice peace. Tolerance in education is important to reduce conflict and differences based on respect and understanding. Tolerance is a character value that involves accepting differences, both temporarily and for the long term, and being willing to provide space and opportunities to others for differences in religion, race, ethnicity, opinions, attitudes, and actions. Tolerance is the main character in inclusive schools that can be instilled, one of which is through civics learning.

In teaching tolerance, teachers develop strategies to integrate it into teaching and learning in schools. Eventually, the learning objectives can be mastered at the end of the learning activities. Integration is defined as assimilation, a process of adjustment between elements that differ to produce a pattern of functional harmony. One of the subjects that can integrate the values of tolerance is Pancasila and Civic Education (PCE). Through PCE, students are taught to practice citizenship values in the form of living in diversity, which can be practiced at school by mingling with students with special needs and vice versa.

Civics teachers play an important role in teaching tolerance values by encouraging awareness in students that each person has different abilities, strengths, and weaknesses as a

gift from God, and humans are obliged to respect, understand, and appreciate each other. Ferguson (2008) said that the strategy or curriculum design aims to develop students' abilities to understand and be able to do. Thus, creating an accessible curriculum for normal and disabled students should focus on diversity with values designed with what the students learn. This means that civics teachers must integrate the values of tolerance in teaching and learning processes with the design aimed to make normal students and those with disabilities able to understand and apply the values of tolerance from what has been taught and learned in school.

Civic education is defined as knowledge, skills, values, and attitudes. Civic education is taught to increase pedagogic competence (Willemse et al., 2015). The orientation of civic education is dynamic and creative, rooted in social reality (Albulescu & Albulescu, 2015). Civic education teaches students to understand something and responsibilities (Yusof et al., 2019). Civic education subjects have studied substance in political, legal, and moral aspects. Doğanay (2012) said that the study substance of civic education includes knowledge, values, attitudes, character, and participation skills (p 34). Blevins et al. (2016) suggest teaching civic education in the classroom, where teachers can involve students in observing the surrounding environment, selecting issues, seeking information, setting goals, analyzing, finding strategies, and being involved in decision-making. Civic education is taught to students for purposes such as caring for others, generosity, fortitude, patience, and humanity toward others (Arrows, 2016).

Many learning methods have been developed to enhance students' learning experiences. Student programs with direct involvement have more influence on social life and have a more real sensation on student learning achievement (Bahbahani, 2012). Classroom learning is carried out with external influences such as conveying forms, diversity, and fragmentation of society, including students with special needs who study at schools providing inclusive education (Gainous & Martens, 2012). This study discussed effective teaching and learning methods to integrate tolerance values in schools providing inclusive education.

There are still intolerant actions carried out against minority groups in Yogyakarta, especially bullying by normal students against students with special needs at school due to the lack of tolerance attitude possessed by the students. Therefore, teachers play an important role in inculcating tolerance values through integrating tolerance values into teaching and learning processes, especially Civic learning as a means of values education in Indonesia. Integrating the importance of tolerance in Civics learning can grow the character of tolerance in schools providing inclusive education. Students are expected to be able to accept and recognize the differences and diversity that exist both in the school environment and in the community. Therefore, this study described the strategies teachers could use in integrating tolerance values in Civics subjects at schools providing inclusive education.

## Method

This study was conducted at four schools providing inclusive education in Yogyakarta. This descriptive study uses a qualitative research approach, namely phenomenological. Data sources include information gathered from informants, events or activities, and documents. The informants in this study were civics teachers and special counseling teachers. Mistakes in selecting informants will result in the lack of stability of the data obtained in the study, or even the data will be incomplete and have less validity, which can complicate the analysis and understanding of the data. Data or information can be collected from events, activities, or behavior as a source of data related to the research objectives. Yin (2015) states that the observable events, activities, or behaviors are 1) people's characters, including how to dress, body language, and nonverbal behavior; 2) interaction between or within the community; 3) action, whether human or machine; 4) The physical condition of the surrounding environment (page 145). The observed events were teaching and learning process activities, teacher-student interactions, and teacher and student actions in inclusive classes. In this study, the documents used as sources included teacher learning tools, the assessment of students with special needs, and the assessment of student attitudes.

Data collection techniques are the most strategic step in research because the main purpose of research is to obtain data. The researcher needs to know the data collection techniques to get the data that meets the data standards set. Data sources in qualitative research consist of various types, including people, events and places, objects, and documents or archives. Those various data sources require certain data collection methods or techniques to be carried out to obtain the data needed to answer the problems under study. Data collection techniques used to obtain and compile the data in this study were interviews, observation, and document analysis. The type of interview used in this study was semi-structured interview because in conducting interviews, the researchers first made a framework of the main questions as an interview guide, called an interview guideline. It was done to ensure that the points that have been planned could be fully covered and the results of the interview could reach the target. This type of interview is in-depth, where the researcher wants to know many things from the respondents in more depth. The interviews were conducted with civics teachers and special counseling teachers in schools providing inclusive education.

The observation conducted was direct or disguised because the researchers needed information from informants so that the researchers conveyed the purpose of conducting observations, namely to obtain data used for research. It should be noted that when conducting observations, observers must be humble, especially when studying human activities. The presence of the observer should not interfere with the action being studied. When we become observers, we have no influence on the behavior of the object or subject being studied, which may leave a physical mark on the observed (Yin, 2015). In this study, the observations were conducted during civics teaching and learning processes in the inclusive classes.

Collecting data using document analysis is necessary because many facts and data are stored as documentation. Most available data are in writing, in the form of reports, supporting data, videos, images, and photos. The main nature of this data is not limited to space and time to provide opportunities for the researchers to provide information more broadly. The documents in this study were in the form of syllabi, lesson plans, teaching materials, and media used by teachers in civics teaching and learning processes in inclusive classes.

Data triangulation was used to obtain data validity. This method leads the researchers to collect data from various available sources. Then, the data analysis technique used was an interactive analysis model with the stages of data collection, data reduction, data presentation, and conclusion or verification. The research procedures were carried out, from preparation, data collection, and data analysis to research reports.

## Results and Discussion

The strategy of integrating the tolerance values in Civics teaching and learning in vocational high schools providing inclusive education throughout the City of Yogyakarta was carried out at the stages of planning, implementation, and learning evaluation. The planning began with a lesson plan tailored to the assessment or based on the students' needs. At the beginning of the school year, the student assessment results will be given to the teachers. The teachers will discuss students with special needs, who they are, their needs, and how the evaluation results are. The teachers will use the results of the assessment to develop learning tools. The achievement of competence is a requirement in learning. However, for students with special needs, this seems complicated. Therefore, an adjustment was made to the inclusive lesson plan, specifically for children with special needs with obstacles and the assessment results.

Integrating the tolerance values in Civics teaching and learning was documented in the inclusive class curriculum, starting from assessments, manuals, modified lesson plans for students with special needs, and regular lesson plans for students without special needs to the results of attitude assessments. However, not all civics teachers in schools providing inclusive education in Yogyakarta City had them. They just had regular lesson plans and other tools. Tolerance as an attitude made the teachers not plan it properly, and its implementation was unclear during the teaching and learning processes.



The teachers integrated tolerance values in civics by inviting students to conduct observations, watch videos or pictures, give lectures, and invite students to discuss. The verbal method conveyed that tolerance is important, especially in the early days of entering school during student orientation. Later, it depended on the material and was often not explicitly conveyed but existed. For example, teachers asked the students to form groups and then asked the students to help the students with special needs. Then, if there was intolerant behavior in class, the teacher would reprimand and convey the problem to the homeroom teacher and the counseling teachers.

The integration of tolerance values was often carried out unplanned and more incidentally. The absence of modified learning tools in this inclusive class was because no basic competency explicitly mentioned tolerance. However, in the regulation of the Minister of Education number 24 of 2016, attachment 20, which has now been revised into the regulation of the Minister of Education number 24 of 2020, it is stated that the basic competencies of *PCE* of senior high schools in core competency 2 (social attitude) are said to show honest, disciplined, responsible, caring (mutual help) behavior, cooperation, tolerance, peace, polite, responsive and pro-active as part of the solution to various problems in interacting effectively with the social and natural environment as well as in placing oneself as a reflection of the nation in the world association. Thus, teachers can develop learning tools that integrate tolerance values. Those tools are also the provision for teachers in preparing their teaching to be more structured.

Teachers develop teaching competencies by participating in workshops or conducting discussions with special assistant teachers about students in inclusive classes and learning how to teach in inclusive classes based on the disabilities that the students with special needs have, such as deaf students having to sit in front line, the teacher's lips moving clearly, and not turning their backs to students when explaining. Hence, there is special attention and treatment for students with special needs in the classroom to understand what the teacher is saying. Students with special needs sit mixed with students without special needs and sit in the front line so that teachers and students without special needs are easy to help them learn. The tolerance values exist in strengthening character education. Therefore, the integration of tolerance values becomes the policy of each teacher when it will be inculcated in students. Thus, it requires teachers' creativity in developing teaching and learning processes. However, the models or learning methods were often not based on the students' needs. It was because the teachers were less creative in developing their lesson plans. Inculcating tolerance was conducted verbally and was more of an advisory nature, especially after an incident of bullying occurred.

Some schools providing inclusive education in Yogyakarta had special counseling teachers, and some did not. Schools with special counseling teachers daily had better readiness and implementation of teaching and learning. The availability of special counseling teachers was limited, i.e., only one special counseling teacher per school. It makes the special counseling teachers have a fixed schedule as well. At the same time, co-teaching, such as civic and special assistant teachers, is effectively applied in inclusive classes (Ford, 2013). Implementing teaching and learning in integrating the tolerance values is carried out by habituation in the classroom, not by explicit learning through material explanations but directly into the student's daily practice. Moriña et al. (2020) emphasize that if the students commit negative behaviors, this is due to their lack of training and habituation to meet their learning needs. This means that the integration of tolerance values is carried out using a hidden curriculum. The integration of tolerance values in civics teaching and learning in schools providing inclusive education could be seen in how the teachers taught. The teacher gave advice and motivation and even used an emotional approach with students to foster student confidence. Thus, it is easier for teachers to teach tolerance values to their students.

The teachers chose heterogeneous group learning models so that the students could tolerate each other and work together. Teachers also coordinated with counseling teachers and special counseling teachers to teach tolerance to students with special needs. The purpose of forming this group was to internalize tolerance values, as Rapp & Freitag (2015) stated that

tolerance is harmony in differences. The group formed is heterogeneous and mixes students with special needs and those without special needs. Discussions train the students to work with classmates of different natures and characters.

The teachers appreciated the students' work and good attitude by giving rewards or prizes in the form of praise or applause during the implementation of teaching and learning processes. For example, during the discussion and after the presentation was finished. Both in the classroom and outside of teaching and learning processes, the students without special needs are also given awards such as thanks and praise when helping students without special needs. It aims to encourage students, both those with special needs and those without special needs, to continue to live side by side, love each other, and be tolerant. The spirit of tolerance, recognized by civic teachers, can be increased by giving awards to the students. When there are students who make a scene in class, the teacher provides a warning using the school rules. If the students behave well, the teacher will give awards. For example, when students without special needs help explain the materials to students with hearing impairments in class, If the teacher knows, the teacher will give an award by showing a thumbs up and praising him.

The assessment between students with and without special needs was also differentiated and tailored to their needs. For example, for those with autism, the evaluation cannot be done in writing or verbally but using pictures. For students who are deaf, the assessment is not verbal but written. With the internalization of the tolerance values in Civics teaching and learning, students can survive and become citizens who can live side by side by respecting all differences, caring, loving each other, and helping each other to create congeniality, harmony, and peace.

Teachers adopt methodologies to include tolerance into the educational process, aiming to foster an inclusive and accepting environment within schools. Ultimately, the learning objectives can be fully achieved with completion of the learning activities. Integration is the act of assimilating or adjusting different pieces to create a harmonious and effective pattern. Pancasila and Civic Education (PCE) is a subject that can incorporate the principles of tolerance. PCE instructs children in the cultivation of citizenship ideals by engaging in diverse living arrangements, such as interacting with kids who have special needs, both at school and in return.

Civics teachers have a crucial role in promoting tolerance ideals by fostering students' knowledge that everyone have unique qualities, capabilities, and shortcomings as bestowed by a divine entity. It is the responsibility of humanity to demonstrate respect, comprehension, and admiration for one another. Ferguson (2008) posited that the objective of strategy or curriculum design is to cultivate students' capacity to comprehend and execute tasks. Therefore, the development of an inclusive curriculum for both typical and disabled children should prioritize diversity, incorporating values that align with the students' learning objectives. This necessitates that civics teachers incorporate the principles of tolerance into their instructional methods, ensuring that both typical students and those with disabilities comprehend and implement these values based on the knowledge and skills acquired in school.

Based on the document analysis results, at the beginning of the semester, the teacher would usually give a score of 100 for each student. The score will decrease based on the learning notes in class. For example, one day, if one student becomes intolerant or bullies another student during civics learning, the score would be reduced. Every day, the teacher writes a diary, which records students' special behaviors such as not going to class without permission, sleeping during class, bullying his friends, and refusing to group. Those behaviors will reduce student grades. The student learning assessment results will then be submitted to the student guardians for follow-up. If there are special notes for intolerant students, the teacher invites parents to work together to set an example and educate children to be tolerant of others. So, the students will possess the success of the tolerance values, not only because of the part of teachers in schools but also because of how the family teaches them and sets an example.

Civic education encompasses a comprehensive understanding of knowledge, skills, beliefs, and attitudes. The purpose of teaching civic education is to enhance pedagogic

competence, as stated by Willemse et al. (2015). The direction of civic education is characterized by its dynamic and creative nature, which is firmly grounded in social reality (Albulescu & Albulescu, 2015). Civic education imparts knowledge and fosters an understanding of rights and obligations among students (Yusof et al., 2019). The subject of civic education has examined the substance of political, legal, and moral elements. According to Doğanay (2012), the subject matter of civic education encompasses knowledge, values, attitudes, character, and participation abilities (p. 34). Blevins et al. (2016) propose incorporating civic education into the classroom, allowing teachers to engage students in activities such as examining their surroundings, choosing relevant topics, gathering information, defining objectives, analyzing data, devising solutions, and participating in decision-making processes. Civic education is imparted to pupils with the aim of fostering qualities such as compassion, magnanimity, resilience, forbearance, and empathy for others (Arrows, 2016).

## Conclusion

The strategy of integrating the tolerance values in Civics teaching and learning in schools providing inclusive education was carried out in three stages, namely (1) lesson planning, (2) implementation of teaching and learning, and (3) learning assessment. Lesson planning was conducted by making lesson plans for regular and inclusive classes, as well as teachers carrying out self-development to improve their teaching competence in inclusive classes by learning techniques and teaching methods for teaching in inclusive classes, such as deaf students must sit in front, the teacher's lips move clearly and do not turn your back to the students when explaining. The implementation of teaching and learning was carried out using civic teachers providing advice and motivation during the teaching and learning processes. An emotional approach with students could also be applied to foster trust so that it was easier for teachers to inculcate tolerance values in students. The tolerance values were internalized by forming an attitude of empathy first. The teachers appreciated the students' tolerant attitude, such as by praising or giving a thumbs up as a symbol of good. The teachers chose heterogeneous group learning models so that the students could tolerate each other and work together. The teachers also coordinated with counseling and special counseling teachers to teach tolerance to students in inclusive classes. The teacher carried out an assessment to see the students' tolerant behavior in class. The assessment between students with special needs and those without special needs was also differentiated and adjusted to the disabilities and needs.

## Acknowledgment

The research can be carried out thanks to the support and cooperation of many parties, especially the PPKn teachers and special assistant teachers in Yogyakarta who are willing to help and work well together.

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