


Strengthening student tolerance through the integration of Moi community customary values in citizenship learning

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Abstract

This study highlights the significance of integrating Moi community customary values into civic education to encourage students to develop a more tolerant mindset. This study uses a qualitative methodology to incorporate values such as solidarity, mutual respect, and togetherness into the learning process. According to the study's findings, including these values in the education of students not only enhances their capacity to exhibit tolerance towards others but also contributes to a greater sense of solidarity with other individuals and an increased sense of national pride. Furthermore, the incorporation of Moi traditions helps create an inclusive learning environment that equips students with the practical skills necessary to manage diversity. This study found that to successfully implement culture-based education to create a harmonious and pluralistic society, it is required to secure broader support from stakeholders, including educators, policymakers, and local communities.

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Introduction

Indonesia, a nation abundant in ethnic, cultural, and religious diversity, encounters difficulties fostering a cohesive society. This diversity constitutes a strength that demands an appropriate educational strategy to cultivate the character of the younger generation, allowing them to value differences. In civic education, including local beliefs is a crucial technique to



enhance tolerance among pupils. The Moi community in West Papua has a strong tradition of maintaining social harmony through customary deliberations and collective activities. The values of openness provide cultural principles that can inform civic education learning.

Cultural diversity in Indonesia often faces challenges in maintaining social harmony. Globalisation and modernisation are currently exposing the younger generation to currents that can erode traditional values. Therefore, education based on local values is relevant to strengthening cultural identity and promoting tolerance between community groups. According to Ihsan et al. (2023), a profound understanding of local culture can improve the ability of the younger generation to adapt and make positive contributions to society.

Integrating local values into the curriculum helps students understand their identity. Including local values in the curriculum means adding culturally relevant knowledge and activities by using interdisciplinary theoretical frameworks like Schwartz's values theory and culturally responsive pedagogies, using real-life case studies that show better student character and community engagement (Schwartz, 2012), and dealing with problems caused by policy and institutional limitations (Hall & Bishop, 2001; Oeschger et al., 2022). It encourages them to appreciate differences which aligns with the opinion of Faiz and Soleh (2021) that local wisdom-based education can create an inclusive learning environment and support character development.

Civic education shapes students' tolerance by teaching about human rights, democracy, and social responsibility. According to Martadinata (2023), integrating local values into civic education can increase students' social awareness of societal issues and encourage active participation in community life. The integration of local values into civic education is increasingly acknowledged as vital for promoting inclusive, equitable, and active citizenship in diverse communities. As educational systems contend with globalisation, migration, and evolving political contexts, the imperative for curricula that both reflect and preserve local cultural identities while reconciling national and global narratives has intensified.

The Moi community has a strong tradition of maintaining social harmony through customary deliberation and collective activities, such as gotong royong or other community cooperation. Research by Monika et al. (2023) shows that these practices strengthen relationships between community members and provide concrete examples of how collaboration can solve common problems. The value of openness in society is one of the important aspects of the Moi culture that can be applied to civics learning to encourage a sense of unity among students. Karim et al. (2023) explain that applying this concept of togetherness helps create a more harmonious learning atmosphere so that each individual feels appreciated. In addition, the value of openness is a principle of Moi culture that is very relevant to the current educational context; this is in line with the view of Andriani & Effendy (2020), that respect for diversity is the main foundation for creating a safe and comfortable learning environment for all students without exception.

In today's era of globalisation, the biggest challenge is how to maintain national identity while remaining open to changes in the outside world; according to Anwar et al. (2021), the integration of local wisdom into the curriculum is a strategic step to answer this challenge while preserving the nation's cultural heritage. Encourage the preservation of cultural identity and stress the significance of cultural identity as a fundamental component of national identity. This entails the cultivation of a solid understanding of the position that one occupies in society, as well as in the interethnic space (Tussupbekov et al., 2024)

Education must foster social awareness in the younger generation so that students are sensitive to social issues; research by Darmawan (2024) shows that local wisdom-based programmes have succeeded in increasing student participation in social activities in their respective student communities. Educational Initiatives, which attempt to impart a sense of national identity and values to the younger generation, involve the participation of educational organisations, youth organisations, families, and social environments (Jankevičius, 2013). This can be accomplished through curricula that emphasise the history, customs, and values of the nation.

This study aims to investigate how civic education learning can incorporate the traditional values of the Moi community to enhance student tolerance. Qualitative research methods are used to obtain in-depth data on the experiences of teachers and students related to implementing a local wisdom-based curriculum according to UNESCO guidelines on multicultural education in 2019 (Dasli, 2019).

Various previous studies have shown that education based on local values has enormous potential in shaping the character of students and college students, especially in terms of tolerance. Such research, like Yuliatin et al. (2023), emphasises the importance of a systematic evaluation of the implementation of local values in the curriculum so that the results achieved are in accordance with the expectations of educators and parents of students. The study makes an essential contribution in encouraging a curriculum based on local wisdom. However, it is still limited to a general conceptual approach and has not specifically examined the cultural contributions of specific communities, such as the Moi community in West Papua.

Chotimah et al. (2018) demonstrate that multicultural education incorporating local values can enhance national integration by fostering appreciation for variety. Nonetheless, the study has yet to thoroughly investigate the implementation approach within a particular local setting in eastern Indonesia. Furthermore, the study by Fusnika & Tyas (2019) elucidates that local cultural values, including cooperation and responsibility, can influence the national character of students; however, this influence has not permeated higher education, particularly concerning students in the phases of identity formation and critical thinking.

In this context, a theoretical and practical gap emerged regarding how applying local values from the Moi community can strengthen students' tolerance, especially in civic education. Many previous studies have highlighted the importance of multicultural and character education. Still, most of them have focused on elementary and secondary education levels and have not directly touched on the role of Papuan indigenous culture in higher education. In fact, students, as future leaders of the nation, have a strategic position to play in forming an inclusive and harmonious society.

Students need to be equipped with a contextual understanding of cultural diversity, which can be achieved by integrating local wisdom into formal learning, such as civic education. This is reinforced by the opinion of Damayanti et al. (2024), which states that contextual learning based on local culture can increase students' multicultural sensitivity and tolerant attitudes. Suryadi & Jasiah (2023) also found that students who learn through a regional approach can better appreciate differences and demonstrate active participation in multicultural communities.

The Moi community is known for its values of openness. These values include principles of social tolerance that are highly relevant for development in civics education at the higher education level. However, there has not been much research that explores in depth how these values are translated into learning practices and how they impact students' attitudes of tolerance. Therefore, this study aims to address this gap.

The research question is: "How can the integration of local values from the Moi community enhance students' tolerance attitudes in civic education?" This inquiry underpins the study's primary aim, specifically to investigate and thoroughly examine the strategy of incorporating Moi local wisdom values into the Civic Education curriculum in higher education, to enhance students' tolerance towards cultural diversity in Indonesia.

Although there are many studies on the integration of local values into education, there are still gaps regarding the specific application of certain aspects, such as those of the Moi community, in the context of civic education. Previous studies tend to be more general without highlighting the concrete contribution of specific communities to forming the character of the younger generation (students).

The purpose of this study is to explore the analysis of integrative ways in which the customary values of the Moi community can be utilised as a pedagogical tool to improve the ability and practice of tolerance among students at the elementary to secondary education levels through the subject of civics. It is hoped that the results of the study can provide new

insights for educators and policymakers regarding the development of a local wisdom-based curriculum in order to achieve social harmony in Indonesia.

Method

This study uses a qualitative approach with a case study method implemented at the Muhammadiyah Sorong University of Education, a university in West Papua. The selection of this location is based on the characteristics of the university, which has an Islamic nuance but has a student composition consisting of 80% non-Muslims and 20% Muslims. By studying the values of the local community, such as the traditional values of the Moi community, students develop a more profound understanding of diversity and tolerance. Informants in this study include students, lecturers, and traditional leaders.

Data collection was conducted through three main techniques: in-depth interviews, direct observation, and document analysis related to learning activities. In-depth interviews sought to investigate informants' views on the application of Moi community values in the civic education learning process. Direct observation was conducted to take an in-depth look at the interaction between students and lecturers and the application of local values in the context of daily learning.

Data analysis was conducted using thematic analysis techniques. Data from interview transcripts were analysed to identify key themes and emerging patterns related to the application of local cultural values in civic education. The analysis process involved systematic data coding so that all relevant information was well represented.

Data validity is achieved through the triangulation of information sources, namely, by comparing interview results with direct observation and related documents to ensure the consistency of the information obtained. Informants' feedback is also used to confirm the researcher's data interpretation.

The duration of the study lasted for six months, starting from the preparation stage to the final data collection and analysis. This qualitative approach is supported by Creswell (2013), who states that qualitative research allows researchers to understand the subjective experiences of individuals in the social context of students. Armstrong (2023) added that the case study method provides an opportunity to explore complex phenomena in depth and holistically, resulting in richer insights into local culture-based educational practices. It is crucial to use in-depth interviews as an effective data collection tool to explore the perspectives of students and educators on educational issues that are relevant to the Moi cultural context. Thus, the combination of these data collection techniques provides a comprehensive picture of the integration of Moi community values into the civic education curriculum and its impact on students' tolerance attitudes at the Muhammadiyah Sorong University of Education.

Results and Discussion

In the learning process, an approach that emphasises Moi community values becomes an important bridge in shaping students' attitudes and perspectives towards their social environment. When Moi community values began to be introduced and made part of the learning material, an intriguing change occurred in class dynamics. Students were more reflective and open in responding to differences, especially those related to ethnic and religious backgrounds. Gradually, this contributed to an increase in tolerance among students. In class discussions, students were more comfortable expressing their opinions and personal perspectives without worrying about being judged by their peers. This improvement was especially evident in learning sessions that used a simulation of Moi customary deliberation, which emphasised the principles of equality, openness, and respect for differences. Research by Yusuf & Wibowo (2021) also highlighted how students' digital activism has changed patterns of participation in social and political issues, showing an adaptation to new media in voicing opinions and fighting for values of tolerance.

However, the claim that all students experienced an increase in tolerance evenly needs to be critically examined. There was a significant variation in responses, where some students from outside the region or who were not familiar with Moi culture showed initial resistance

due to limited understanding and affection for these local values. This phenomenon is in line with findings from Widiyanti et al. (2021), which emphasise that the effectiveness of a culture-based education approach is greatly influenced by the social, affective, and cultural identity backgrounds of students.

This increase in tolerance can also be analysed through the lens of the Multicultural Education Theory developed by Banks (2020), which states that multicultural education ideally creates a learning environment that encourages students from different backgrounds to respect each other's values, rather than simply accepting dominant values. In this context, Moi's culture-based learning not only presents local content as a complement but also becomes the main pedagogical strategy in shaping students' intercultural competence. The use of more recent sources also strengthens this argument, such as a study by Cahyono et al. (2024), which found that blended model learning with an asynchronous system is effective in developing students' civic responsibility.

The aspect of social solidarity also showed positive developments. Moi's cultural values, such as cooperation and mutual assistance, were implemented through project-based learning, such as in the activity "Building a Harmonious Community". This project required students from diverse backgrounds to design solutions to complex social problems collaboratively. In this process, students not only learnt to solve problems but also built empathy and emotional attachment with their group members. The results of the observation indicated that most students showed improvements in teamwork and social initiatives. However, we still observed the phenomenon of group exclusivity, where students tended to interact more intensively with their peers who shared similar cultural or religious backgrounds. This shows that the value of solidarity is not automatically formed but requires habituation, reflective facilitation, and repeated and meaningful cross-identity experiences. Strengthened by his opinion, Indriyani et al. (2023) emphasise the importance of student involvement in preserving local culture as a form of active citizenship participation, which can also strengthen social solidarity.

These collaborative-based activities also strengthen social ties between students and encourage the formation of a wider solidarity network. According to Wong (2023), collaboration in education can strengthen mutual trust and reduce social distance between students from different groups. In this context, Moi's culture-based approach functions not only as an instrument for strengthening local identity but also as a foundation for building a more inclusive collective identity in the campus environment. Thus, learning becomes not only a space for the transmission of knowledge but also a social space for forming social cohesion.

Moi cultural values also showed an influence on increasing nationalism among students. After being involved in culture-based learning, students showed greater enthusiasm for national activities such as the commemoration of Independence Day, national seminars, and social activities with a diversity theme. In in-depth interviews, several students stated that learning about the Moi culture made them feel more connected to the values of Pancasila and understand that diversity is an integral part of national identity. However, the relationship between local culture and nationalism needs to be read more critically. Not all students automatically internalise national values just because they understand local culture. Several students stated that experiences outside the classroom, such as involvement in organisations or other cross-cultural activities, also contributed greatly to the formation of students' sense of nationalism. Therefore, this relationship should be understood as a complex reflective process, not something linear or simple. Rifai (2022) emphasised that strengthening nationalism and love of the homeland in the global era can be achieved through civic education as national defence education, which is relevant to efforts to integrate local cultural values in learning.

Theoretically, the relationship between local culture and nationalism can be interpreted as part of the construction of a dynamic national identity. Banks (2020) emphasises that multicultural education does not only aim to recognise diversity but also to help students develop a national identity that reflects collective experiences and pluralistic values. Learning based on the Moi culture can provide space for students to develop an inclusive national

awareness, if these local values are placed within the framework of an integrative national narrative.

Active participation in families and communities helps strengthen the success of this approach. Workshops involving parents of students and Moi community leaders not only enrich the students' insights but also create connections between educational institutions and local communities. Parents also share the practice of Moi cultural values in everyday life, providing a real context for students to understand the relevance of these values in real life. Collaboration between educators and parents in the educational process is essential to improve student learning outcomes. This collaboration must be based on mutual trust, mutual respect, and effective communication (Asriadi, 2021). In addition, parental involvement in children's education through effective collaboration with schools can support students' academic and social development (Jamila, 2021).

Multicultural education in this context is in line with the view that emphasises the importance of integrating multicultural values into the curriculum to increase inclusion and cultural understanding among students (Banks, 2022). In addition, developing a curriculum that takes multicultural aspects into account can help students understand and appreciate cultural diversity (Setyowati et al., 2022). Multicultural education can also reduce prejudice and increase equality in the learning environment.

Student digital activism shows an adaptation to new media in voicing opinions and fighting for the values of tolerance. Research by Yusuf and Wibowo (2021) highlights how Malang students use digital media to engage in social and political issues during the pandemic, suggesting that digital activism can be an effective means of increasing civic participation. In addition, using new media in digital activism allows students to voice their opinions and fight for tolerance effectively (Putri & Pratiwi, 2022).

Overall, integrating local cultural values in education, supported by collaboration between educational institutions, families, and communities and digital technology, can significantly increase tolerance, social solidarity, and a sense of nationalism among students. This approach enriches students' learning experience but also prepares students to become active and caring citizens in a multicultural society.

Conclusion

Integrating Moi community cultural values in civic education learning substantially contributes to the formation of attitudes of tolerance, social solidarity, and nationalism in students. Local values such as customary deliberation, respect for differences (amber), and collective practices have been proven to support a profound understanding of the importance of diversity as a pillar of national identity. Through a contextual learning approach—in customary simulations, community-based collaborative projects, and reflective discussions—students are encouraged to be actively involved in heterogeneous social spaces. Education based on local wisdom shows potential as a pedagogical strategy that is relevant and transformative in building inclusive civic awareness. Families and community leaders' participation strengthens the learning process's social dimension, making the internalisation of values more meaningful and contextual. Thus, this approach emphasises that civic education must go beyond the cognitive aspect alone and develop attitudinal competencies through living cultural practices. The integration of local values in higher education is a strategic effort to strengthen social cohesion and prepare a critical young generation that respects plurality within the framework of nationality.

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