



Multiculturalism and Prior Knowledge as the Basis for Assessing Tolerance in Civic Education

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ABSTRACT

Purpose of the study: This study aims to assess the impact of implementing a multicultural problem-based learning model and prior knowledge on students' tolerance attitudes in the Citizenship Education course.

Methodology: The sampling technique was carried out using cluster random sampling to determine the experimental and control classes. Data collection methods included tests and questionnaires. Tests were used to collect data on prior knowledge, while questionnaires were used to collect data on students' tolerance attitudes. Data analysis was conducted descriptively and inferentially. Inferential analysis employed a two-way analysis of variance (ANOVA) 2 x 2.

Main Findings: The results of the analysis indicate that the implementation of a multicultural problem-based learning model and prior knowledge affect students' tolerance attitudes in the citizenship course.

Novelty/Originality of this study: The novelty of this research lies in the integration of two aspects that are rarely explicitly combined: multiculturalism as a socio-cultural framework and prior knowledge as a cognitive aspect in the assessment of tolerance attitudes. This approach produces a more comprehensive assessment instrument compared to previous studies.

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1. INTRODUCTION

Indonesia is a diverse country, consisting of various religions, cultures, ethnic groups, languages, and social statuses. Cultural diversity (multiculturalism) is a natural phenomenon resulting from the meeting of different cultures, the interaction of diverse individuals and groups that bring their cultural behaviors, with varying and specific ways of life [1]. The diversity that occurs in Indonesian society has two major consequences for the Indonesian nation: diversity can become a strength if the society is aware of and willing to accept differences, and can be a uniqueness that distinguishes it from other nations in the world. Diversity can also lead to conflict or disaster for Indonesia itself if the Indonesian people cannot accept differences. There have been many cases of inter-group conflict in Indonesia, and nowadays, seeds of conflict are beginning to sprout in the educational environment [2].

Government institutions through the Ministry of Religion play an important role in embracing all religious communities in Indonesia to unite into a strength and, most importantly, to raise awareness among the people regarding pluralism and tolerance, which means having the awareness to respect diversity. The Ministry of Religion has implemented various methods to minimize religious conflicts to achieve peace in society, including instilling values of religious moderation to avoid radicalism and extremism in Islamic teachings. Practicing religion without moderation will make society uncomfortable. stating that exclusive, intolerant, and

radical behavior can endanger interfaith relations, Students are in a developmental phase that is easily influenced by environmental factors. In the campus environment, students are influenced by various views that can change or shape their mindset, leading them to act in an immoderate manner [3].

Students are in a developmental phase that is easily influenced by environmental factors. In the campus environment, students are influenced by various views that can change or shape their mindset, leading them to act in an immoderate manner. The condition of freedom of thought faced by students can lead them to be more open to various views, including extreme and unmoderated views in religion [4]. Moreover, the advancement of information and communication technology through social media, websites, and online platforms allows unmoderated ideologies to spread rapidly among students. Unfiltered information can create an environment where extreme views become more acceptable or even considered the norm [5]. This situation not only leads to disharmony between students but also to conflict between religious organizations and even between religions. A 2020 study by the Indonesian Student Association (PPIM) of UIN Jakarta found that 30.16% of Indonesian students exhibit low religious tolerance or are intolerant. Therefore, fostering tolerance among students is imperative.

Higher education through citizenship courses has a moral responsibility to instill values of tolerance as part of character building for students [6]. Civic education also plays a strategic role in building individual character, including values of nationalism and tolerance among religious communities. The civic education course is a very important subject for students to study, as it is a key element in guiding students to realize the noble ideals of the Indonesian nation and its character. Which conveys that civic education is not merely focused on making citizens obey and submit to the governance of the state, but also teaches citizens to become individuals who are full of tolerance towards the diversity that exists in their country [7].

In reality, the attitude of tolerance has not been properly implemented in the classroom, one of which is the numerous divisions that occur, especially among students, often leading to debates that result in disagreements, even making it difficult to achieve consensus [8]. Initial observations show that differing opinions among students lead to undesirable behaviors, ignoring others' opinions, and even pressuring others to accept their views during discussions [9]. The ability to have a tolerant attitude will certainly help students use their thinking skills in problem-solving. This situation arises due to the absence of habituation of a tolerant attitude through the implementation of citizenship education course models [10]. The learning model applied by lecturers tends to be more lecturer-centered or conducted in a classical manner (Teacher Center), and lecturers often use conventional learning models that are largely characterized by lectures, which makes it less capable of stimulating students to engage actively in class [11]. This approach does not encourage or motivate students to develop values of appreciation or tolerance because they are not directly involved in the learning process [12].

This research provides alternative solutions by presenting a multicultural problem-based learning model [13]. It is stated that problem-based learning can maximize critical thinking skills and the potential of students in learning. Also conveys the same thing that problem-based learning makes students' performance in learning increase [14]. stating that problem-based learning has been proven to improve learning achievement, problem-solving skills, and student interactions better [15], [16]. Explaining using a problem-based learning model will provide students with the experience of lifelong learning.

To build students' tolerance attitude, problem-based learning is combined with multiculturalism. Multicultural education can be defined as education about cultural diversity [17]. In addition to teaching the importance of appreciating and respecting one another, multicultural education can also foster harmony and solidarity among students in their daily lives. Not only does the learning model impact students' tolerance attitudes, but it is also influenced by the prior knowledge that students possess. Prior knowledge refers to the information and skills that students bring into the learning environment based on their previous experiences and education. This foundational knowledge can significantly affect how effectively students participate in discussions and problem-solving. Prior knowledge affects how learners organize new information, where the goal of learning is to incorporate information into the existing organization of information in memory [18]. Learners use the existing structure to assimilate new information. Instructors or teachers can use this prior knowledge when delivering analogies or examples. Analogies represent the organizational structure of information, where this information structure is transferred to new information. Prior knowledge influences how easily learners can make connections to new information. One key to learning and remembering is the richness of relationships of the information they possess.

Considering these issues, the research questions are: (1) How is the assessment of students' tolerance attitudes as a result of the multicultural problem-based learning model in the citizenship education course? (2) How is the assessment of students' tolerance attitudes as a result of the interaction between the learning model and prior knowledge in the citizenship education course? (3) How is the assessment of students' tolerance attitudes as a result of prior knowledge in the citizenship education course? Theoretically, this research is expected to enrich the concepts or theories that support the development of knowledge, particularly regarding citizenship education [19]. This research can be beneficial as reading material and a basis for further relevant research, especially on more interesting, current, factual, and complex variables that influence the high interest in

learning citizenship, which impacts the formation of national identity [20]. Practically, this research is expected to be useful; (a) Lecturers can use the results of this study as a reference in implementing learning models to enhance students' learning motivation (b) Students can use the results of this study as a reference to gain meaningful learning experiences that lead to the improvement of competencies, (c) University leaders, in order to optimize all potentials, especially those related to curriculum and learning development [21].

Civic Education plays an important role in instilling an attitude of tolerance in a multicultural society. However, the practice of assessing tolerance is often merely normative and has not yet taken into account the diversity of students' initial knowledge backgrounds. This research becomes urgent to find assessment methods that are more relevant to the multicultural reality and the cognitive conditions of learners [22]. This study aims to develop an attitude assessment model for tolerance based on multicultural issues, taking into account students' prior knowledge [23]. With this approach, assessment not only measures attitude declaratively but also evaluates the extent to which students can relate their knowledge to real issues in a diverse society [24]. Therefore, based on this research background, the problem formulation to be raised concerns how students' prior knowledge affects their attitude of tolerance in a multicultural context.

2. RESEARCH METHOD

The research method is an experiment that groups the samples into two groups: the experimental group and the control group. The research design uses a 2 x 2 factorial experimental design. The independent variables consist of two sides, namely the treatment variable of multicultural problem-based learning model and the conventional learning model (A). The second side of the independent variable attributes consists of high prior knowledge and low prior knowledge (B). The subjects of this study are all second-semester Citizenship Education course Study Program at UIN Mataram, consisting of 6 (six) classes.

This study used an experimental design with a 2 x 2 factorial model. The subjects were second-semester students of the Citizenship Education Study Program at UIN Mataram, divided into six classes. The sampling technique used cluster random sampling, with the population distributed across classes (clusters). The randomization resulted in two experimental classes (IIA and IID) receiving multicultural problem-based learning, and two control classes (IIC and IIE) using conventional learning models. All students in the experimental class and the control class were given a knowledge test to determine the students with high and low levels of prior knowledge. Anthony J. Nitko (1996) [26] that to establish high and low learning motivation groups can be taken between 25% to 33%. Based on this opinion, a high group (upper) and a low group (lower) were each set at 27% by: (a) 27% of the total score, both for the experimental class and the control class, (b) taking the order starting from the highest score up to the number of samples needed and the order starting from the lowest score up to the number of samples needed. It is obtained that 27% of 40 is 10.8 which is then rounded to 11 people, thus obtaining a sample size of 22 students from both classes, both the experimental class and the control class. 11 students with high prior knowledge and 11 students with low prior knowledge were obtained. Through the sampling technique mentioned above, the total number of students sampled was 44 students with the following distribution in Table 1.

Table 1. Research Sample Distribution

Treatment Variable Attribute Variable	Learning Model		Amount
	Multicultural Problem-Based	Conventional	
High Prior Knowledge	11	11	22
Low Prior Knowledge	11	11	22
Amount	22	22	44

The techniques used to collect research data are tests and questionnaires. Tests are used to collect data on prior knowledge and questionnaires are used to collect data on students' tolerance attitudes. Before using ANOVA, prerequisite analysis tests are conducted, which include normality tests and variance homogeneity tests [25]. The normality test of the data is conducted using the normality test, while the homogeneity test is conducted using Bartlett's test. The data analysis strategy in this study was carried out in two stages, namely descriptive and inferential analysis. Descriptive analysis was used to describe the data through the calculation of the mean, standard deviation, frequency distribution, and graphical presentation. Next, the inferential analysis used a two-way ANOVA with a 2x2 factorial design to test the effect of the learning model, the influence of prior knowledge, and the interaction between the two on students' tolerance attitudes. Before the hypothesis test was conducted, prerequisite tests were first carried out, including a normality test using the Chi-Square method and a homogeneity test of variance using the Bartlett test. If a significant difference was found, a multiple comparison test using Dunnett's t-test was continued, which was chosen because the number of samples in each group was the same.

The variables in this study were measured systematically in accordance with the objectives and design of the experiment. The first independent variable was the learning model, consisting of multicultural problem-based learning for the experimental class and a conventional model for the control class. This variable was categorical and dummy coded for analysis purposes. The second independent variable was students' prior knowledge, measured through an objective multiple-choice test. Test scores were then classified into high and low categories using the 27% upper-lower group method suggested by Nitko, so that only students with the highest and lowest scores were selected to represent each category. Meanwhile, the dependent variable is students' tolerance, defined as the tendency to respect differences in culture, religion, and perspectives in social interactions. This variable was measured using a five-point Likert scale questionnaire (1 = strongly disagree to 5 = strongly agree) developed by adapting an instrument from previous research and tailored to the context of this study. Indicators used include respect for differences, openness to dialogue, and willingness to collaborate with others. Before use, the questionnaire instrument was validated through expert judgment by education and methodology experts, and its reliability was tested using Cronbach's Alpha, where a value of ≥ 0.70 is considered to meet the reliability requirements.

The analytical tool used in this study was a two-way ANOVA (2x2 factorial). The choice of ANOVA was based on its suitability for the research's experimental design, which aims to test mean differences between groups and the interaction between two independent variables with a single dependent variable. Using SmartPLS or Amos is more appropriate for research with complex structural models involving latent variables with multiple indicators, whereas this study focused on comparative testing between groups. Therefore, ANOVA was chosen because it is simpler, directly tests the research hypothesis, and is able to demonstrate both main effects and variable interactions.

The variables were defined and measured as follows. The first independent variable (learning model) was defined as the teaching method applied in the classroom, namely multicultural problem-based learning for the experimental group and a conventional model for the control group. This variable is categorical and coded using a dummy. The second independent variable (prior knowledge) was defined as the students' level of basic concept mastery before treatment, as measured using an objective multiple-choice test. The test results were then classified into high and low categories using the 27% upper-lower group method (Nitko, 1996). The dependent variable (attitude of tolerance) is defined as students' tendency to respect cultural, religious, and perspective differences in social life. This variable was measured using a five-point Likert scale questionnaire (1 = strongly disagree to 5 = strongly agree), with indicators including respect for differences, openness to dialogue, and willingness to collaborate. The research instrument underwent content validation by experts in education and methodology to ensure the indicators aligned with the constructs being measured. Instrument reliability was tested using Cronbach's Alpha, with a value of ≥ 0.70 considered adequate to ensure internal consistency.

3. RESULTS AND DISCUSSION

Description of Research Results

The distribution of tolerance attitudes among students from the research findings is presented in the Table 2.

Table 2. Summary Description of the Data Distribution of Research Findings				
PK	MP	A ₁	A ₂	ΣB
		n _{A1B1} =11	n _{A2B1} =11	n _{B1} =22
B ₁		ΣX ₁ = 346	ΣX ₂ = 243	ΣX _{B1} = 589
		ΣX ₁ ² = 10934	ΣX ₂ ² = 5631	ΣX _{B1} ² = 16565
		X ₁ = 31.45	X ₂ = 22.09	X _{B1} = 26.77
B ₂		n _{A1B2} =11	n _{A2B2} =11	n _{B2} =22
		ΣX ₃ = 241	ΣX ₄ = 268	ΣX _{B2} = 509
		ΣX ₃ ² = 5493	ΣX ₄ ² = 6752	ΣX _{B2} ² = 12245
ΣA		X ₃ = 21.91	X ₄ = 24.36	X _{B2} = 23.14
		n _{A1} =22	n _{A2} =22	n _t = 44
		ΣX _{A1} = 587	ΣX _{A2} = 511	ΣX _t = 1098
		ΣX _{A1} ² = 16427	ΣX _{A2} ² = 12383	ΣX _t ² = 28810
		X _{A1} = 26.68	X _{A2} = 23.23	X _t = 24.96

Analysis Requirement Testing

Before conducting hypothesis testing of the research, a prerequisite analysis test is first conducted, which includes a normality test and a homogeneity of variances test of the dependent variable data (Y) for each group being compared. This prerequisite analysis test is intended to determine whether the research sample has a

normal distribution and whether the samples in this study come from a homogeneous population. The normality test uses a test formula for each group of data. A summary of the results of the normality test data using the test formula.

Table 3. Summary of the Normality Test Results of Students' History Learning Outcomes

Group	N	χ^2_{hitung}	$\chi^2_{tabel} \alpha 0.01 \text{ dan } 0.05$	Data distribution
A ₁	22	5.691	9.488	Normal
A ₂	22	1.524	9.488	Normal
B ₁	22	9.542	13.277	Normal
B ₂	22	2.148	9.488	Normal
A ₁ B ₁	11	1.358	7.815	Normal
A ₁ B ₂	11	9.160	11.341	Normal
A ₂ B ₁	11	2.649	7.815	Normal
A ₂ B ₂	11	2.438	7.815	Normal

The test for the homogeneity of variances in this study used the Bartlett test and was conducted on three groups of data, namely: (1) Data on the tolerance attitudes of students learning using a multicultural problem-based learning model (A1) and students learning using a conventional learning model (A2), obtained $\chi^2_h = 0,870$ and $\chi^2_t = 3.841$, it means; $\chi^2_h < \chi^2_t$ which means χ^2_h smaller than χ^2_t . This means that both groups of data come from a homogeneous population. (2) Data on the tolerance attitudes of students with high prior knowledge (B1) and students with low prior knowledge (B2) were obtained. $\chi^2_h = 1,886$ and $\chi^2_t = 3.84$ ar $\chi^2_h < \chi^2_t$ means that the data group comes from a homogeneous population. (3) The data on student tolerance attitudes from four experimental research design groups, namely students who learn using a multicultural problem-based learning model and have high prior knowledge (A1B1), students who learn using a multicultural problem-based learning model and have low prior knowledge (A1B2), students who learn using a conventional learning model and have high prior knowledge (A2B1), students who learn using a conventional learning model and have low prior knowledge (A2B2), the summary of the results in Table 4.

Table 4. Summary of the Variance Homogeneity Test Results for the Four Groups

Group	S ²	S ² Combination	Price B	χ^2_h	χ^2_t	Explanation
A ₁ B ₁	6.67	17.818	50.04	4.467	7.81	Homogen
A ₁ B ₂	17.46					
A ₂ B ₁	23.57					
A ₂ B ₂	23.57					
Total						

Hypothesis Testing

The hypothesis testing of this study was inferentially tested with Two-Way Analysis of Variance to determine the differences in history learning abilities between two research sample groups and to ascertain the significance of the interaction that occurs between learning methods and learning motivation on history learning outcomes. The summary table of the results of the two-way ANOVA calculations is presented Table 5.

Table 5. Summary of Two-Way ANOVA Calculation Results

Source of Variation	dk	Squared Number	Squared Mean	F _h	F _t 5 %
Between Columns	2-1 = 1	145,46	145,46	7,77	4.08
Between Lines	2-1 = 1	131,28	131,28	7,01	4.08
Interaction (Column x Row)	1x1 = 1	384,08	384,08	20,51	4.08
In	44 - (2)(2)=40	749,09	18,73		
Total	44 - 1 = 43	1409,91			

Based on the summary of the results from Table 5, the results of the two-way analysis of variance can be explained as follows:

Assessment of Student Tolerance Attitudes as an Impact of Multicultural Problem-Based Learning Model in Citizenship Courses

The results of the data analysis using two-way ANOVA at a significance level of α 0.05 obtained F_{hitung} ($F_h = 7,77$) greater than F_{tabel} ($F_t \alpha$ 0,05 = 4.08). This means that H_0 was rejected, therefore H_1 is accepted, which means that the application of a multicultural problem-based learning model has an impact on students' attitudes of tolerance. The average tolerance attitude score between the two treatment groups shows that the experimental group has a higher tolerance attitude than the control group, in other words, group A1 > group A2. The results of this study are consistent with the results of previous research. Explaining that the multicultural problem-based learning model is effective in improving students' social attitudes and critical thinking skills [27]. The application of the multicultural problem-based learning model results in students becoming enthusiastic about attending lectures because the issues studied are related to everyday life [13], [28].

The multicultural problem-based learning model can enhance student activity in interacting with their peers, leading to good relationships among students and proving effective as a learning model to attract student interest in lecture activities [29]. Learning that engages students in interaction and discussion can reduce anxiety, as it provides guidance, assistance, and feedback that enable students to boost their confidence levels. Multicultural materials help build respect, solidarity, responsibility, sensitivity, tolerance, love, cooperation, peace, and patriotism among students. The findings of this research also indicate a significant impact of problem-based learning on students' attitudes compared to conventional learning models, in line with findings that problem-based learning is effective in helping students acquire positive attitudes. Multicultural problem-based learning in citizenship courses prepares students to understand their position that humans have cultural diversity and prevents intolerance activities among students to address conflicts occurring in their surroundings [30].

Assessment of Student Tolerance Attitudes as an Impact of Interaction between Learning Model (A) and Prior Knowledge (B) in Citizenship Education Course

The results of the data analysis using two-way ANOVA at the significance level α 0,05 mentioned above, F_{hitung} ($F_h = 20,51$) greater than F_{tabel} ($F_t \alpha$ 0,05 = 4.08). This means H_0 is rejected and H_1 is accepted, indicating there is a very significant interaction between the learning model and prior knowledge on students' attitudes towards tolerance. Interaction in this case can also be interpreted as the impact of the learning model on attitudes towards tolerance that depend on prior knowledge or vice versa. The enhancement of students' competencies such as critical thinking skills, character formation, and emotional intelligence are some abilities gained through multicultural-based learning materials [31]. Another factor that facilitates students in having a tolerant attitude is the students' prior knowledge. Instructors will find it easier to implement multicultural problem-based learning if students have prior knowledge, especially about the topic that is made into a problem [32]. The optimization of using the multicultural problem-based learning model in the classroom is closely related to students' prior knowledge [33]. Prior knowledge will assist the learning process when students are stimulated to recall their long-term memory [34]. Students are guided to discover new knowledge or concepts and then relate them to the knowledge or concepts they already possess as one effort in determining problem-solving methods [35]. The initial abilities that students possess will form the basis for receiving and shaping new knowledge [36]. With the existence of knowledge and concepts formed based on contextual issues, students will be able to reason and decide on logical solutions to problems. This is what causes students' tolerance skills to develop [37].

Assessment of Students' Tolerance Attitude as an Impact of Prior Knowledge in Citizenship Education Courses

The presence of a significant interaction effect between the learning model and prior knowledge on tolerance attitudes led to further multiple comparison tests. This testing aims to determine which group (cell) mean scores differ significantly, conducted using Dunnett's t-test; (a) Simple effect testing for B1 (the difference among A in B1) is as follows. $t(A_1B_1 - A_2B_1)$ and (b) Testing *simple effect* for B2 (the differences between A on B2) that is $t(A_1B_2 - A_2B_2)$. The results of the test at a significant level $\alpha = 0,05$ with $db = n_1 + n_2 = 11 + 11 = 22$, summarized in the Table 6:

Table 6. Summary of the Significance Test Results of Differences in Average Tolerance Attitudes of Students with Dunnett's t

Group	t_{hitung}	t_{tabel}	Conclusion
A ₁ B ₁ dan A ₂ B ₁	5,059	1,717	$t_{hitung} > t_{tabel}$
A ₁ B dan A ₂ B ₂	-1,324	1,717	$t_{hitung} < t_{tabel}$

Students with high prior knowledge who learn using a multicultural-based learning model have an impact on tolerance attitudes. Data analysis shows that the average of the group of students with high prior knowledge who learn using a multicultural problem-based learning model is 31.45, which is greater than the learning that uses a conventional model at 22.09. Students with low prior knowledge learning using a multicultural-based learning model do not have a significant impact on tolerance attitudes. The average of the group of students with low prior knowledge learning using a multicultural problem-based learning model is smaller compared to students with low prior knowledge learning using a conventional learning model.

Prior knowledge is highly correlated with student achievement and must be taken into account in any research investigating differences in student performance [38]. The diversity of backgrounds and experiences results in varying levels of prior knowledge among individuals. Students with high prior knowledge can learn better than their peers with average and low abilities. The prior knowledge acquired by students before learning significantly impacts the learning process. If the prior knowledge is good, both the lecturer and students find it easier to interact positively, thus facilitating learning. Furthermore, if the lecturer employs a teaching model that provides ample time for students to engage in activities during each lesson, including the application of problem-based learning models and materials that relate to contextual issues. Students with high prior knowledge will have a higher level of understanding compared to students with low prior knowledge.

The research results indicate that students' level of tolerance is significantly influenced by a combination of multicultural factors in learning and their prior knowledge [39]. Students with strong prior knowledge tend to more easily understand cultural differences, while students with limited knowledge show positive development after receiving multicultural-based stimuli [40]. This confirms that the success of tolerance education is determined not only by the material but also by the students' cognitive readiness [41]. These findings are in line with research multicultural education, which emphasizes the importance of connecting students' backgrounds with learning materials [42]. However, these results differ from studies that consider tolerance solely as a result of social interaction, because this research emphasizes the integration of cognitive aspects (prior knowledge) in attitude assessment [43].

In general, it can be generalized that a tolerance assessment model based on multiculturalism and students' prior knowledge can be applied in the context of civic education in a diverse society [44]. This model has the potential to improve the fairness of assessments because it takes into account the diversity of students' backgrounds [45]. Theoretical: Emphasizes the importance of integrating multicultural perspectives and prior knowledge in the theory of citizenship education assessment [46], [47]. Practical: Teachers can use this assessment instrument to design assessments that are more contextual and relevant to students' social realities [48]. Policy: This research can serve as a foundation for education policymakers in formulating tolerance attitude assessment standards that are more adaptive to cultural diversity [49]-[51].

The novelty of this research lies in the integration of two aspects that are rarely explicitly combined: multiculturalism as a socio-cultural framework and prior knowledge as a cognitive aspect in the assessment of tolerance attitudes. This approach produces a more comprehensive assessment instrument compared to previous studies. Research Limitations The scope of the research is still limited to certain contexts (for example, school areas, sample size, or specific educational levels). Assessment instruments may not fully capture the complex dynamics of tolerance attitudes. External factors such as family influence, media, or social environment are not fully analyzed. Future research recommendations need to involve a larger and more geographically and socio-culturally diverse sample. It is suggested to develop more varied assessment instruments, for example through observation, case studies, or project-based assessments. Collaboration among teachers across subjects can strengthen the implementation of multicultural-based tolerance assessments. Further research can integrate external factors (such as the influence of family and media) to enrich the understanding of tolerance formation.

4. CONCLUSION

The results of the data analysis using two-way ANOVA at a significance level of α 0.05 show the following results: (1) The application of the multicultural problem-based learning model has an impact on the tolerance attitudes of students. F_{hitung} ($F_h = 7,77$) greater than F_{tabel} ($F_t \alpha$ 0,05 = 4.08), (2) There is a very significant interaction between the learning model and prior knowledge regarding students' attitudes towards tolerance, F_{hitung} ($F_h = 20,51$) greater than F_{tabel} ($F_t \alpha$ 0,05 = 4.08), (3) Students with high prior knowledge who learn using a multicultural-based learning model have an impact on tolerance attitudes. Furthermore, students with low prior knowledge who learn using a multicultural-based learning model do not have a significant impact on tolerance attitudes. This study has limitations, including that the research results are limited by a relatively small sample, namely Students Citizenship Education course Study Program, FTK UIN Mataram. The results of this study have implications for the development of student potential, and various efforts should be made that are directly related to the potential possessed by students, such as identifying prior knowledge, talent and interest exploration, as well as more active, innovative, creative, and enjoyable lectures. This also has implications for increasing the professionalism of lecturers in the use of learning models.

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