

Research Article

Cite this article: Tiara, M., Ananda, A., Montessori, M., & Irwan. (2025). Civic Education and the Existence of Ethnic Identity of Descent. *Educational Process: International Journal*, 16, e2025257.

<https://doi.org/10.22521/edupij.2025.16.257>

Received April 7, 2025

Accepted May 24, 2025

Published Online June 18, 2025

Keywords: Civic education, ethnic identity resilience, ethnic descent, nationalism, ethnic inclusive curriculum

Author for correspondence:

Maria Montessori

✉ mariamontessori@fis.unp.ac.id

✉ Univeirsitas Negeri Padang, Indonesia

Civic Education and the Existence of Ethnic Identity of Descent

Monica Tiara , Azwar Ananda , Maria Montessori , Irwan 

Abstract

Background/purpose. Civic Education plays an important role in strengthening and maintaining ethnic identity in an increasingly diverse society. This study explores how civic education serves as a means to preserve cultural values and ethnic identity by fostering an understanding of citizens' rights and responsibilities and promoting an appreciation of diversity. Civic education encourages equality, tolerance, and respect for different cultural identities through an inclusive and pluralistic curriculum, strengthening cultural ties inherited across generations.

Materials/methods. This study employs a qualitative method with a case study approach. Data were collected through in-depth interviews, participant observation, and document analysis related to the civic education curriculum and practices in schools with ethnically diverse student populations. Participants included teachers, ethnic students, and community leaders involved in cultural education. Data were analyzed using thematic analysis to identify significant patterns in the implementation of civic education and its role in maintaining ethnic identity resilience.

Results. The findings indicate that civic education significantly enhances ethnic identity resilience by fostering diversity awareness and tolerance. Ethnic students reported feeling more valued, and their cultural identity was acknowledged, contributing to a stronger sense of pride in their heritage. However, challenges persist, particularly in the integration of local cultural diversity within the curriculum, leading to the marginalization of some ethnic identities.

Conclusion. Civic education is essential in reinforcing ethnic identity and promoting inclusivity in diverse societies. To maximize its impact, civic education should adopt a more localized approach that ensures all cultural identities are acknowledged and preserved, thereby strengthening multicultural harmony and identity resilience.



OPEN ACCESS

© The Author(s), 2025. This is an Open Access article, distributed under the terms and conditions of the Creative Commons Attribution (CC BY) license (<https://creativecommons.org/licenses/by/4.0/>), which permits unrestricted re-use, distribution, and reproduction, provided the original article is properly cited.

1. Introduction

Civic Education plays a major role in maintaining ethnic identity amidst the dynamics of an increasingly diverse society. In the era of globalization and cultural homogenization, civic education not only aims to instill nationalism but also functions as a medium to understand and appreciate unique cultural identities and traditional values passed down from generation to generation (Murdiono, 2021). For ethnic groups of descent, it is a bridge that strengthens cultural ties and provides a foundation for understanding rights, obligations, and respect for diversity as an integral part of citizenship identity (Zalli, 2024). An inclusive civic education can increase awareness of cultural diversity, foster an attitude of tolerance, and reduce the potential for marginalization of ethnic groups in a pluralistic society (Haris, 2024).

Civic Education has great potential to promote equality and tolerance through an inclusive and pluralism-oriented curriculum approach. In this context, civic education is expected to embrace cultural diversity and accommodate the unique values inherent in certain ethnic groups so that each individual feels recognized and appreciated. Exploration of cultural values in civic education can help students to develop an attitude of respect for the identities of others and to form a deeper understanding of their own identities. Several relevant studies show that a pluralism-based civic education curriculum has a positive impact on building an attitude of tolerance and respect for diversity (Hogetveit, 2024). Akar (2023) and Hogetveit (2024) accentuate the importance of empowering teachers to adapt the curriculum to strengthen ethnic identity values in civic education.

Despite its crucial role in instilling tolerance and respect, realizing this goal in civic education faces several challenges. One of them is that the national curriculum often does not provide enough space to comprehensively explore and integrate local cultural diversity. It occurs in many parts of the world, including Indonesia. Ngiu et al. (2023) revealed a significant gap in how the civic curriculum is designed and implemented, especially regarding integrating local values relevant to students' social and cultural lives. Particularly, the implementation of the civic curriculum in schools in Indonesia is still hampered by the lack of emphasis on local cultural diversity, which can lead to neglect of certain ethnic identities (Raihani, 2018). The main issue is how to optimize the role of civic education as a medium to strengthen ethnic identity in a pluralistic society, especially in Padang -where this current research takes place- which has high ethnic diversity.

Padang has more than 10 ethnic groups, including Minangkabau, Javanese, Batak, and other immigrant ethnicities, interacting in everyday life. This diversity makes this city a great model to investigate the strengthening of ethnic identity through learning. A survey conducted in 15 high schools in Padang showed that only 30% of civic education teachers actively integrated local cultural values into their learning. Most of these schools' civic education curriculum materials emphasize the universal values of Pancasila and the Constitution, while regional cultural values and ethnic identities are often abandoned. As a result of observations conducted in five high schools in Padang, it was found that only two schools consistently taught Minangkabau local history and culture as part of civic education learning. Then, based on interviews with 20 civic teachers, it was discovered that many of them feel restricted by the demands of the national curriculum, which mostly emphasizes civic education in general and provides less space to discuss regional cultural diversity.

In addition, an analysis of curriculum documentation in several schools indicates no specific material that strengthens ethnic identity in the context of local cultural diversity. This shows a gap in efforts to integrate ethnic diversity in civic education that can enhance students' sense of identity and involvement in a pluralistic society. Next, a survey of 200 students in 10 schools in Padang showed that more than 60% of students felt a lack of emphasis on local cultural identity in civic education, causing them to have less understanding of the importance of cultural diversity and their own ethnic identity. Because of the issue and gap in the research context mentioned above, the researcher is

therefore captivated to scrutinize the implementation of an inclusive and pluralistic civic education curriculum in Padang and its impact on strengthening ethnic identity in a diverse society.

Many studies have been conducted on integrating cultural values in civic education. A study by Sakti (2024) denotes the significance of integrating local cultural values into civic education curricula to fortify national identity. Similarly, Chen (2024) discovers the importance of integrating cultural values into the learning curriculum, not only to make students comprehend the culture and nation but also to foster nationalism and patriotism. The research results of Brata et al. (2020), Sumardjoko (2018) and Japar (2022) also show that the integration of local wisdom values in civic education learning has a significant role in shaping students' civic character.

Nevertheless, only a few studies have linked the strengthening of ethnic identity with civic education, especially at the local level of curriculum implementation. As research by Nurman (2022) revealed, there is an awareness of the importance of pluralism in civic education, but in its implementation, it is still limited to teaching about theoretical diversity without providing enough space for students to explore their own local cultural diversity. For example, research conducted by Pohan (2022) and Amsal (2020) on the civic curriculum in West Sumatra found that many schools have not systematically integrated Minangkabau culture into their learning, even though local customs and cultural values are very strong in society. In addition, the findings of this study also show that strengthening ethnic identity through civic engagement can reduce social conflicts rooted in ignorance and stereotypes between ethnicities in Padang.

Therefore, this study focuses on the gap in the implementation of the civic education curriculum, which has not fully accommodated the diversity of local cultures and certain ethnic identities. The gap in this research is the lack of studies that specifically identify how civic education can strengthen the ethnic identity of descendants in a pluralistic educational context, especially in areas with real ethnic diversity. Most previous studies tend to focus merely on the general aspect of nationality without delving deeply into the application of civic education in maintaining ethnic identity in a pluralistic society. This study offers novelty by highlighting the role of civic education in strengthening the ethnic identity of descendants while supporting social integration, which is rarely discussed in previous studies.

This article will explore the role of civic education in maintaining ethnic identity through a qualitative approach. This study highlights the views of civic teachers, students, and community leaders regarding the implementation of civic education in strengthening cultural identity. Important patterns that influence the experiences of ethnic students in carrying out their citizenship roles are disclosed, and insights into how civic curricula can be more effective in embracing local cultural diversity are provided. In light of the increasingly diverse societal landscape, this study examines how civic education can serve as a mechanism for preserving and reinforcing ethnic identity. Specifically, it investigates how civic education fosters diversity awareness, promotes cultural pride, and navigates challenges associated with integrating ethnic identities within a national framework. To guide the investigation, the following research questions are proposed:

1. How can Pancasila and Civic Education contribute to preserving and reinforcing ethnic identity among students in increasingly multicultural school settings?
2. What specific practices and strategies employed in Pancasila and Civic Education help promote diversity awareness, tolerance, and cultural pride?
3. What kind of challenges do teachers encounter in integrating local cultural diversity into the Pancasila and Civic Education curriculum?

2. Literature Review

Civic education plays a critical role in shaping individuals' understanding of their rights, responsibilities, and identity within a nation. In multicultural societies, this form of education is essential in fostering social cohesion while preserving diverse ethnic identities. Recent studies have explored the intersection between civic education and ethnic identity, particularly in the context of inherited cultural heritage and its sustainability in the face of globalization.

2.1. Concept of Civic Education

Civic education is a fundamental component of a democratic society, as it provides individuals with the necessary knowledge, values, and skills to participate effectively in social, political, and civic life (Montessori, 2024). It aims to disseminate a sense of belonging, democratic participation, and responsibility toward both the nation and the global community. Traditionally, civic education has emphasized national unity, loyalty, and democratic engagement. However, as societies become more multicultural, contemporary perspectives on civic education have evolved. These perspectives advocate for a pluralistic approach that respects diverse cultural and ethnic identities (Osler, 2016; Banks, 2016).

The shift toward a more inclusive and diverse approach in civic education is important in the context of globalization and multiculturalism. This model promotes the notion that individuals can identify with multiple cultural and ethnic groups while still complying with their civic duties as citizens of the nation. A well-structured civic education curriculum encourages students to engage with the values of democracy, equality, and human rights while simultaneously fostering an appreciation for their cultural heritage (Montessori, 2024). This approach contributes not only to the national cohesion of a society but also to the preservation of individual ethnic identities, thus ensuring that cultural diversity is respected and maintained within a pluralistic society.

Furthermore, integrating cultural diversity into civic education has theoretical foundations in multicultural education theory, which stresses the importance of recognizing cultural differences and promoting intercultural competence (Eden, 2024). Multicultural education frameworks, such as those proposed by Banks (2016), suggest that an inclusive approach to civic education enhances social cohesion and promotes respect among diverse groups, ultimately contributing to social harmony.

2.2. Ethnic Identity

Ethnic identity refers to the sense of belonging to a particular ethnic group, which is characterized by shared cultural practices, traditions, language, and values (Berry, 2019). This identity forms an essential part of an individual's self-concept and plays a critical role in shaping their worldview, interactions, and social relationships. Research has shown that a strong ethnic identity contributes positively to psychological well-being, social stability, and a sense of community (Fatimah, 2023). It helps individuals understand their place within society and reinforces a sense of pride in their cultural heritage.

However, challenges to ethnic identity preservation arise when educational policies emphasize assimilation over multiculturalism. In many countries, national curricula often promote a singular national identity, sidelining the diverse cultural traditions of ethnic minorities. This can lead to the erosion of ethnic identities, as individuals may feel pressured to conform to the dominant cultural norms. The risk of cultural disengagement and marginalization of ethnic groups is particularly evident in standardized educational systems that fail to incorporate ethnic history, language, and traditions into the curriculum (Mariyono, 2024).

Integrating cultural education into national curricula is crucial to preserving ethnic identity. Several studies have shown that the inclusion of ethnic history, language instruction, and cultural representation in educational practices enhances ethnic pride and resilience (Danugroho, 2024).

Additionally, a multicultural approach that values and celebrates diversity can create an environment where all ethnic identities are recognized and appreciated. This approach not only supports the preservation of ethnic identity but also fosters intercultural dialogue, understanding, and social cohesion.

In examining the intersection between civic education and ethnic identity, both concepts are intertwined in shaping the future of multicultural societies. Civic education is not merely about fostering a sense of national belonging and civic participation; it must also be inclusive of the diverse cultural and ethnic identities that coexist within a nation. The relationship between these two concepts is significant because ethnic identity is not just a passive cultural marker but a vital part of the broader framework of transformative civic. Transformative civic, as a concept, goes beyond traditional civic engagement and democratic participation. It emphasizes the importance of recognizing and integrating diverse identities, particularly ethnic identities, into the broader national narrative. By including ethnic heritage in civic education, societies can achieve a more inclusive form of civic one that values multiculturalism and celebrates diversity (Siswantara, 2024).

This approach strengthens social cohesion and encourages active participation in democratic processes by everyone who feels their identities are respected and valued. The integration of ethnic identity into civic education supports the development of individuals who are not only aware of their rights and responsibilities as citizens but are also proud of their cultural heritage. This dual sense of belonging to a nation and cultural group reinforces individuals' resilience and pride, ultimately contributing to a harmonious and dynamic society. Therefore, the transformative role of civic education is essential in ensuring that ethnic identity is preserved and celebrated within the context of a unified nation. Through inclusive curricula that embrace both civic and ethnic identity components, we can build a society that fosters equality, respect, and intercultural dialogue, ensuring that every individual feels they belong, not just to the nation, but to the multicultural fabric that defines it.

3. Methods

This study uses a qualitative method with a case study approach to explore the role of civic education in maintaining ethnic identity in an increasingly diverse society. This approach allows for an in-depth understanding of educational practices in the field, as well as the social dynamics that influence the strengthening of cultural identity through civic education (Creswell, 2017). This methodological framework ensures a robust and systematic exploration of how civic education contributes to maintaining ethnic identity while accommodating the cultural diversity of students. Data were collected through several techniques. The scope and details of the study are described as follows.

3.1. Data Collection Techniques

To gain a comprehensive understanding, data were collected using the following techniques: *First*, In-Depth Interviews were conducted with 50 students, 20 civic teachers, and 10 community leaders to capture diverse perspectives on civic education and its impact on ethnic identity. The semi-structured format allowed participants to elaborate on their experiences and insights. Interviews were conducted with strict ethical considerations that ensured that all participants gave their consent voluntarily and their right to privacy was protected. In addition to face-to-face interviews, for students, I also asked written questions that allowed them to respond in a more flexible time. These written questions focus on students' understanding of their ethnic identity, their perception of ethnic diversity in their environment, and their understanding of their cultural heritage. The data obtained was used (1) to formulate the proportion of students' awareness of themselves, their ethnicity, and their ethnic heritage and (2) to analyze differences in perspectives between students from various ethnic backgrounds. The results of the analysis provide a clearer picture of the extent to which

Pancasila and civic education play a role in forming ethnic awareness among students. The following shows the interview instrument:

Table 1. Interview Indicator

Number	Group of Participants	Interview indicator	Description/Purpose
1	The civic Teacher	Understanding of students' ethnic identity	Exploring the extent to which teachers understand and apply the concept of ethnic identity in Pancasila and civic education learning.
		Experience in teaching ethnic diversity in the classroom	Knowing the experiences of teachers in integrating the theme of ethnic and cultural diversity in the Pancasila and civic education curriculum.
		Teaching strategies to maintain students' ethnic identity	Identifying the strategies teachers use in teaching and strengthening students' ethnic identity.
		Challenges in managing a multicultural classroom	Knowing the obstacles faced by teachers in managing ethnically and culturally diverse classes.
		Evaluation of the influence of Pancasila and civic education on students' ethnic awareness	To find out how teachers assess the influence of Pancasila and civic lessons in increasing students' ethnic awareness.
2	The students	Students' understanding of their ethnic identity	Exploring the extent to which students recognize and understand their ethnic identity.
		Perceptions of ethnic diversity in the school environment	Knowing how students view and assess ethnic diversity in their school.
		The Influence of Pancasila and Civic Education on Students' Ethnic Awareness	Assessing how much influence Pancasila education has on students' understanding and appreciation of their ethnicity.
		Personal experience in interacting with friends from different ethnic backgrounds	Understanding students' experiences in interacting with peers from different ethnicities and how Pancasila and civic

			education influence these relationships.
		Attitudes towards the inheritance of students' ethnic culture.	Assessing students' attitudes towards preserving and passing on their ethnic culture to future generations.
3	Community leader	Perspectives on ethnic diversity in the community around the school	Getting the perspective of community leaders regarding ethnic diversity in the community around the school.
		Experience in interacting with schools regarding ethnic diversity.	Understanding the experiences of community leaders in interacting with schools on ethnic diversity issues.
		The Impact of Pancasila Education on Social Integration in Society	Assessing the impact of Pancasila and civic education on inter-ethnic social integration in local communities.
		The role of Pancasila and civic education in strengthening ethnic identity	Exploring how Pancasila and civic education play a role in strengthening ethnic identity in society.
		Perspectives on the challenges and opportunities in maintaining ethnic identity in a multicultural society	Gaining perspectives from community leaders on the challenges and opportunities in maintaining ethnic identity amidst social diversity.

Second, Participatory observations: Conducted in five high schools in Padang with diverse student populations, namely Senior High School 1, 2, 5, 6, and Senior High School 10 in Padang, West Sumatera. Observations focused on classroom interactions, pedagogical approaches, and integration of local cultural values into civic education. Field notes and reflective journals were maintained. Conducting participatory observations in five high schools in Padang that have a student population of various ethnic descents to study how civic education is implemented in the context of local cultural diversity.

Third, Document Analysis: civic education curriculum guidelines, lesson plans, textbooks, and teaching materials were reviewed to assess the integration of pluralism and cultural diversity. Policy documents and school regulations related to multicultural education were also analyzed (Hunduma, 2024). In addition, document analysis related to the curriculum and civic education learning practices was carried out to assess the extent to which the values of pluralism and respect for cultural diversity are integrated into learning. The collected data were then analyzed using thematic analysis

techniques to identify important patterns related to strengthening ethnic identity through civic education (Türken, 2024).

3.2. Sampling Techniques

A purposive sampling technique was used in this study, where samples were selected based on their relevance and relation to the focus of the study. The sample of this study consisted of three main groups:

1. Pancasila and civic education. Teachers: The sample for this group consisted of teachers from five schools. Each school had two Pancasila and civic education teachers selected because they were directly involved in the learning and had a profound understanding of the students, including the students' very diverse ethnic backgrounds.

2. Community Leaders and School Committee: The sample for this group consisted of community leaders around the school who also served as school committee members and guardians. These community leaders were selected because they had insight into the social and cultural conditions around the school and the dynamics of the relationship between the school and the community. The selection of community leaders was conducted after receiving recommendations from teachers, who were then listed and selected by the researcher based on relevance and diverse ethnic backgrounds.

3. Students: Student samples were selected from five schools representing the various ethnic backgrounds in Padang. The selection was carried out by considering the ethnic diversity in each school to describe the social dynamics related to the influence of Pancasila and civic education on ethnic identity.

3.3. Data Analysis Techniques

The collected data were analyzed using thematic analysis, a widely used method in qualitative research that identifies recurring patterns and themes within the dataset (Creswell, 2017). The analysis involved: 1) Familiarization with data, that is, transcriptions of interviews, observation notes, and document analysis; 2) Initial coding. This means key concepts and themes related to ethnic identity, curriculum implementation, and student experiences were identified; 3) Theme development, that is, emerging themes were categorized based on their relevance to the research objectives, such as cultural integration in civic education and challenges in preserving ethnic identity; 4) Interpretation, means the final themes were analyzed in relation to existing literature, highlighting the role of civic education in fostering ethnic identity resilience. The results of this analysis also provide insights into how civic education can serve as a tool to strengthen students' ethnic identities in an increasingly diverse society.

3.4. Data Validation

To increase the credibility of the research results, validation was carried out by expert reviews. This process includes rechecking done by civic education and multiculturalism experts to ensure that the data obtained is in accordance with the theory used. Validation is also carried out to ensure that the interpretation of the data is in accordance with the relevant context. In order to increase the validity and reliability of research findings, data triangulation techniques are used by utilizing various data sources (in-depth interviews, observations, and document analysis) and method triangulation (using a qualitative approach with comprehensive data analysis). This process ensures that the findings obtained from various data collection techniques support each other and enrich understanding.

3.5. Research Ethics Considerations

In carrying out this research, several ethical considerations were also taken into account, including:

1. All participants were given informed consent, which explained the purpose of the study, the procedures to be carried out, and the participant's right to withdraw from the study at any time.
2. The confidentiality of the data and the identity of the participants were well maintained. Any data collected will only be used for research purposes and will be stored safely.
3. The researcher ensured that this study would not negatively impact the participants, especially students and that they could choose to participate voluntarily.

4. Results

4.1. The Role of Civic Education as A Means to Maintain Cultural Values and Maintain Ethnic Identity of Descendants

Civic education learning significantly contributes to building students' understanding of national identity (Murdiono, 2021). Through its curriculum, students are introduced to various basic concepts such as rights and obligations, civic, local wisdom values, culture, and essential national values. In the context of understanding ethnic identity, civic education has an important role in introducing students to the history and cultural values that shape ethnic identity. Although civic education has a significant role in strengthening ethnic identity, its success depends on implementing a curriculum that can accommodate local cultural diversity and certain ethnic identities.

Table 2. Strengthening Ethnic Identity in Civic Learning Based on Ethnicity

Ethnicity	Awareness of cultural identity	Pride in cultural heritage	Average percentage (%)
Chinese descendants	90%	85%	87.5%
Indian descendants	75%	70%	72.5%
Arab descendants	80%	78%	79%
Nias descendants	70%	68%	69%
Minangkabau descendants	85%	80%	82.5%

Table 2 above shows the results of a study measuring the strengthening of ethnic identity through civic education learning in schools in Padang. The researcher focused on five main ethnic groups, namely Chinese, Indian, Arab, Nias, and Minangkabau descendants, with the aim of finding out how civic education plays a role in strengthening students' ethnic and cultural identity. Based on the results of the study, students of Chinese descent showed very positive results in terms of strengthening their cultural identity. With a level of awareness of cultural identity reaching 90% and pride in the cultural heritage of 85%, their average percentage reached 87.5%. This indicates that its learning is effective in strengthening understanding and pride in their cultural heritage. Civic education helps students recognize and appreciate cultural heritage as an ethnic wealth. The role of civic education in introducing the cultural values of the Chinese ethnic group is very influential in creating awareness and pride among students.

In the Indian ethnic group, although the recorded figures are lower compared to the Chinese descendants' ethnic group, civic education still plays a significant role. Indian descendants students showed awareness of cultural identity by 75%, and pride in cultural heritage reached 70%, with an average percentage of 72.5%. This shows that despite the challenges in implementing a curriculum

that accommodates local cultural diversity, civic education still contributes to building awareness of the importance of cultural identity for those Indian students. This also shows the importance of integrating the cultural values of an ethnic group into the civic education learning curriculum to strengthen ethnic identity in students.

Arab ethnic students also showed positive results, although slightly lower compared to other ethnicities. Based on the results of the study, awareness of the cultural identity of Arab ethnic students was recorded at 80%, while pride in cultural heritage was 78%, resulting in an average percentage of 79%. These findings indicate that civic education plays a role in strengthening the sense of identity and pride in Arab culture, although the implementation of the curriculum in some cases is still less than optimal in highlighting local cultural diversity. In line with these findings, the results of a study by Brata (2020) revealed the significance of adopting learning strategies and finding innovative ways to implement a civic education curriculum that is adaptive and relevant to the dynamic socio-cultural context to strengthen ethnic identity.

Findings on Nias ethnic students showed slightly lower figures compared to other ethnic groups. With awareness of cultural identity at 70% and pride in cultural heritage at 68%, the average percentage recorded was 69%. Although these results are lower, this study indicates that civic education still has an impact on introducing and strengthening the Nias cultural identity. However, the implementation of a curriculum that does not fully highlight regional cultural diversity is still an obstacle. In this regard, the role of civic education teachers is very important in designing effective strategies and methods to integrate local cultural wisdom, especially highlighting the cultures of ethnic groups that develop in the teaching area.

The results of the study for Minangkabau ethnic students, who have a large population in Padang City, showed very positive figures. Awareness of cultural identity was at 85%, and pride in cultural heritage was at 80%, which resulted in an average percentage reaching 82.5%. These results indicate that civic education functions effectively in strengthening the cultural identity of the Minangkabau ethnic group, especially in areas that are predominantly inhabited by this ethnic group. Civic education learning helps students understand and feel proud of their cultural heritage, which is very important in the context of preserving local culture. In addition, through its learning, which includes discussion, tolerance, and mutual cooperation, students are invited to live side by side in harmony with various ethnic groups and contribute to preserving local culture.

4.2. Integration of Ethnic Culture in Civic Curriculum

Overall, the findings indicate that civic education has a significant influence on students' awareness and pride in their cultural identity, although there are differences in the level of strengthening of cultural identity between ethnicities. The Chinese and Minangkabau descendants' ethnic groups showed higher results than other ethnicities, such as Indian, Arab, and Nias. This indicates that although the civic education curriculum has made a positive contribution to strengthening cultural identity, there are still challenges in equalizing the strengthening of cultural identity, especially for ethnic groups with smaller populations, whose cultural diversity has not been fully accommodated in the curriculum.

Table 3. Integration of Ethnic Culture in Civic Curriculum

Ethnic	Teaches Ethnic culture in civic	Doesn't teach Ethnic culture in civic	Percentage (%)
Chinese descendants	85%	15%	85%
Indian descendants	65%	35%	65%
Arab descendants	70%	30%	70%
Nias descendants	60%	40%	60%
Minangkabau descendants	80%	20%	80%

Table 3 illustrates the integration of ethnic culture in the civic education curriculum based on teaching conducted by civic education teachers in schools in Padang. These data provide an overview of the extent to which ethnic culture is taught by teachers to students and the extent to which ethnic culture is considered relevant to be included in learning. Chinese descendants' ethnicity shows the percentage of civic education teachers who teach Chinese ethnic culture in the civic education curriculum, which is 85%, while only 15% do not teach the culture. This shows that Chinese ethnic culture is quite integrated into civic education teaching in schools that have a Chinese student population, and shows a high awareness among its teachers to include local cultural aspects in teaching. In line with research, Quaynor (2012) revealed that disparities in educational resources, including teacher quality, can affect the quality of civic education learning, so this is one of the challenges in strengthening ethnic identity.

In the Indian ethnic group, the percentage of civic education teachers who teach Indian ethnic culture in the civic education curriculum is 65%, while 35% of civic education teachers do not include this culture in the materials they teach. Although most teachers have integrated Indian ethnic culture into the curriculum, there are still challenges in incorporating this cultural diversity more comprehensively. This finding is expected to motivate teachers to strive for more meaningful learning by integrating Indian ethnic cultures into civic materials to maximize the role of civic education subjects in strengthening ethnic identity.

Furthermore, Arab ethnicity has a higher proportion in teaching ethnic culture. The percentage of civic education teachers who include Arab ethnic culture in their learning is 70%, while the other 30% do not teach Arab culture in the civic education curriculum. This finding indicates that the diversity of Arab culture is quite well-received, although there is still room to improve the teaching of this culture in schools. In this context, civic education teachers' insight about Arab ethnic culture influences the inclusion of materials about Arab culture in their learning. Then, on the Nias ethnic group, it shows that the percentage of civic education teachers who teach Nias ethnic culture in the curriculum is 60%, while 40% do not include the culture in the civic education curriculum. This shows that although there are efforts to integrate Nias culture in learning, the number is still lower compared to other ethnic groups. The civic education curriculum in schools that have a Nias student population may not fully accommodate their cultural values.

In the Minangkabau ethnic group, which is the majority ethnic group in Padang City, shows positive results, where 80% of civic education curriculum teachers teach Minangkabau ethnic culture in the curriculum, while the rest do not teach Minangkabau culture. This finding reflects that Minangkabau culture has a greater influence on civic education curriculum teaching, considering the dominance of this ethnic group in Padang City. The high population of Minangkabau ethnic students will make it easier for civic education curriculum teachers to integrate and highlight Minangkabau culture in classroom learning. Civic education curriculum teachers are more likely to include local

values and culture in learning to strengthen students' sense of pride and awareness of their cultural identity.

Overall, these findings indicate differences in the level of integration of ethnic cultures in the civic education curriculum in schools in Padang City. Most civic teachers have shown high awareness in teaching the more dominant ethnic cultures in their schools, such as the Minangkabau and Chinese cultures. Meanwhile, for other ethnicities, there are challenges in accommodating culture in the civic education curriculum, such as Indian, Nias, and Arab ethnic cultures. These challenges indicate that more attention is needed to develop a more inclusive curriculum and accommodate cultural diversity in schools in Padang City.

4.3. The Mapping of Civic Education Learning Materials That Integrate Ethnic Cultural Values into the Curriculum in Padang City.

Table 4. Mapping of Civic Materials Taught

Civic Learning Theme	Ethnicities Taught	Description
History of the struggle for independence	Minangkabau, Chinese, Nias	Teaching about the role of the Minangkabau ethnic group in the struggle for Indonesian independence and the contribution of the Chinese and Nias ethnic groups to national history.
Tolerance and Cultural Diversity	All ethnic	Emphasis on the importance of tolerance between ethnic groups, including Indian, Arab, Minangkabau, and Chinese. Learning about religious and cultural diversity.
Pancasila as an Ethical System	Minangkabau, Arab, Indian	Learning about how the values of Pancasila accommodate various ethnic groups in Indonesia, such as the Minangkabau ethnic group, which emphasizes deliberation and consensus.

The table above illustrates the mapping of civic education learning materials that integrate ethnic and cultural values into the curriculum in Padang City. Each civic education learning theme is linked to a particular ethnicity, illustrating how the cultural and historical identities of each ethnic group are integrated into the educational process. In the theme of National Struggle History, learning focuses on the role of the Minangkabau, Chinese, and Nias ethnic groups in the struggle for Indonesian independence. For example, when teaching history, the civic education teacher explains the contribution of the Minangkabau ethnic group in various historical events, such as the Paderi War and the contribution of ethnic groups in the struggle for Independence, which shows the values of nationalism that are also contained in Pancasila. In addition, the teacher also emphasizes the role of the Chinese and Nias ethnic groups in national history, both in the economic and social fields.

The teacher relates this story of struggle to the spirit of unity that is the basis of the Indonesian state. By teaching the role of ethnic groups in the struggle for Indonesian independence, Minangkabau, Chinese, and Nias ethnic students are expected to feel more connected to the material being taught because the context is related to their local reality. This can also assist in increasing students' interest and motivation to explore their ethnic culture. In the theme of tolerance and cultural diversity, Civic education teachers focus on teaching values about the importance of tolerance between ethnicities and religions; in this context, the ethnicities taught include the Minangkabau, Indian, Arab, Nias, and Chinese ethnicities. The learning carried out is not limited to

teaching history but also teaches recognition and appreciation of cultural and religious diversity. Civic education teachers describe how Indian, Arab, Minangkabau, Nias, and Chinese ethnicities can live side by side in a pluralistic society such as Padang. In this learning, students are also invited to understand the importance of social harmony in maintaining national peace by giving concrete examples from everyday life. For example, interactions between religious communities during major celebrations such as Deepavali, Chinese New Year, and religious events involving many ethnic groups.

By the theme of Pancasila as an Ethical System, learning focuses on how the values contained in Pancasila can accommodate various ethnic groups in Indonesia, especially the Minangkabau, Arab, and Indian ethnic groups. Civic education teachers link the values of deliberation and consensus, which are typical characteristics of the Minangkabau ethnic group, with the principles of democracy in Pancasila. The teacher also teaches how the Arab and Indian ethnic groups contribute to national life through teaching about equality and social welfare, which are in line with the values of Pancasila. Thus, this theme not only teaches the basic theory of the state but also links the practices of the social life of these ethnic groups in the pluralistic context. Overall, this material mapping shows that civic education functions as a medium to introduce and strengthen ethnic identity through teaching the values contained in Pancasila, while teaching students to understand the importance of harmony and mutual respect amidst the cultural diversity that exists in Indonesia. The learning process can also be developed to be more meaningful, such as conducting group discussions, simulations, and projects involving students from various ethnicities so that they can learn directly to help and respect each other.

Table 5. Illustration of Ethnic Identity Taught in Civic Education in Various Ethnicities at Schools in Padang

Ethnic	Illustration of ethnic identity taught in civic education
Minangkabau	Teaching about deliberation and consensus as an application of Pancasila values. The material involves the matrilineal system, which is a characteristic of Minangkabau culture, and how the system supports social justice in line with the principles of Pancasila, especially in village deliberations.
Chinese descendant	Teaching about the history of the Chinese community in Indonesia, and their contribution to the economic and social development of the nation. Teachers also teach the values of family, unity, and harmony between religious communities through examples of Chinese New Year celebrations and other Chinese traditions that teach harmony in society.
Indian and Arab	The teaching focuses on interfaith harmony and equality contained in Pancasila. Teachers use the celebration of Deepavali (Hindu celebration) and Eid al-Fitr (Islamic celebration) as examples of the application of interfaith tolerance values in everyday life in order to respect each other between ethnicities.
Nias	Teaching about the local wisdom of Nias, which includes the customary system and social life that supports social welfare and justice. Civic teachers discuss the traditional houses of Nias and how this tradition creates a sense of living together in a society that supports each other and is just.

The table above summarizes the illustration of ethnic identity taught in civic education learning in senior high schools in Padang, which focuses on strengthening students' understanding of cultural diversity through the ethnic identities around them. In each ethnic group, teachers have a special way of linking Pancasila values to their culture and traditions, which are then taught in the context of civic Education lessons. In the Minangkabau ethnic group, teaching in civic education emphasizes the concept of deliberation and consensus, which are basic values in Pancasila and are closely related to the original Minangkabau culture. For example, teachers teach how the deliberation process works in Minangkabau society. Especially in the context of village deliberations, teachers teach students about the values of democracy and social justice. In addition, learning about the matrilineal system, which is a characteristic of the Minangkabau ethnic group, is also applied in the civic education material taught. This is to help students understand how these values support the principles of social justice reflected in Pancasila.

Furthermore, for the Chinese ethnic group, education focuses on the history of the Chinese community in Indonesia, with an emphasis on their contribution to the economic and social development of the nation. As an illustration, the teacher uses the example of the Chinese New Year celebration and explains about Chinese traditions to teach students about the values of family, unity, and harmony between religious communities. These values are then connected to the principles of Pancasila, which encourage social harmony between religious communities in a pluralistic society. For Indian and Arab ethnic groups, civic teaching focuses more on interfaith harmony and social equality, two very important values in Pancasila. In the learning process, teachers use examples from everyday life, such as the celebration of Deepavali for Indian ethnic groups and Eid al-Fitr for Arab ethnic groups, to show how the application of interfaith tolerance values occurs in society. This learning not only introduces religious diversity but also teaches students to respect each other across ethnicities and religions. Although the teacher has determined the ethnic identity that is taught, there is still a lot of material that highlights the culture and traditions of this ethnic group that can be integrated into civic lesson, such as focusing on the influence of Indian and Arab ethnic cultures on the way of dressing and habits of people in Padang. Meanwhile, for the Nias ethnic group, civic teaching often involves the local wisdom of Nias, such as the customary system and social life that support social welfare and justice. Civic education teachers in schools with a Nias student population often discuss the Nias traditional house and how this tradition supports life together in society.

5. Discussion

Relationship between three main elements related to the role of civics education in maintaining the ethnic identity of descendants in the midst of a pluralistic society in Padang City, namely the elements of civics education, Ethnic Identity, and Pluralistic Society. The first element is Civic Education, which has an important role in introducing national values, such as unity, tolerance, and respect for diversity. Referring to the scientific objectives of civics education, which accommodate interests in maintaining the multiculturalism and diversity of the nation, civics education is very relevant to play a role in multicultural education (Hunduma, 2024). Through civics education, students understand their rights and obligations as citizens, aiming to strengthen their sense of pride in their cultural identity while understanding their role in a pluralistic society. Research by Saleh (2021) shows that civics education that prioritizes national values can strengthen students' sense of pride in local culture, especially in areas with ethnic diversity. In addition, research by Pangalila (2021) shows that civics education learning based on local wisdom also has a positive impact on students' attitudes and behavior, such as increasing student participation in cultural and social activities in their environment, such as participating in cultural festivals and mutual cooperation. This is important in shaping students' character and identity as responsible and cultured citizens.

The second element is the ethnic identity of descent, which includes pride in the cultural heritage and origins of an ethnicity. In the context of a diverse society, it is important for students to maintain

and preserve their ethnic identity. Civics plays a role in building awareness of the importance of maintaining ethnic identity without ignoring national values and unity as citizens. Umana (2023), in his research, found that strengthening ethnic identity through education can reduce the potential for social division among different ethnic groups because they learn to appreciate diversity while maintaining pride in their identity. In addition, ethnic identity taught in learning is very important to face the challenges of globalization today. Local wisdom, which includes knowledge, beliefs, norms, and traditions passed down from generation to generation, can be a rich and relevant source of values to strengthen students' character and identity (Machfiroh, 2024).

The third element is Plural Society, which reflects the diversity of cultures, religions, and ethnicities in Padang City. Civics education facilitates students to learn to live in a diverse society, by teaching attitudes of tolerance and respect for differences. In addition, in Civics education, material focuses on studies that make students understand attitudes and behaviors that can maintain multiculturalism, such as the philosophy of national diversity, togetherness, open-mindedness, openness, and others (Akbar, 2022). This learning is important so that students can interact harmoniously with various ethnic, religious, and cultural groups around them. Research by Supriati (2018) shows that civic education that involves understanding social diversity can strengthen relationships between ethnic groups in schools in multicultural areas.

The relationship between these three elements shows how civics education can strengthen students' sense of pride in their ethnic identity while facilitating social integration in a pluralistic society. In addition, it also shows how important the role of civics education is in strengthening ethnic identity, through teaching about history, ethnic contributions to society, religious and cultural diversity, religious harmony, and the values of deliberation and consensus. Civics education not only teaches the importance of unity and tolerance but also supports students in continuing to value their cultural identity in the context of broader social life. Research by Zaili (2024) confirms that a balanced approach to teaching national values and diversity can create a generation that not only loves its homeland but is also able to adapt and appreciate the differences around it.

Civics education has a strategic role in instilling national values that prioritize unity and tolerance, as well as introducing students to social and cultural diversity. In Padang City, which has a rich ethnic diversity, this education not only teaches students about their obligations as citizens but also strengthens pride in their ethnic identity. Research by Ngiu (2023) shows that Civics prioritizing national values can strengthen a sense of pride in local culture, which is very relevant in areas with ethnic diversity. Research by Afan (2024) also shows that civic education that focuses on strengthening national identity can form an attitude of respect for cultural diversity and maintain local culture amidst the flow of globalization. In the context of this study, it is very relevant to the ethnic diversity of students in schools in Padang City.

In addition, civics education learning is important to maintain a balance between introducing national values and strengthening the ethnic identity of descendants. It's based on local wisdom, which will not only improve students' understanding of citizenship but also strengthen their identity as responsible citizens. Nakaya (2018) revealed that strengthening ethnic identity in education can reduce social tensions between different ethnic groups, which can be applied in schools in Padang City. Civics education acts as a link that unites the two by teaching students to maintain pride in their original culture while living side by side with other ethnic groups. Its teachers have a key role in linking local wisdom values with citizenship concepts, so that learning becomes more contextual and relevant to students. This is increasingly important in a multicultural society that often faces challenges in building social solidarity and avoiding conflict between groups. Thus, this article makes an important contribution in describing how civics education can play a dual role, namely, strengthening the ethnic identity of descendants while building a sense of unity in a diverse society. This study also fills the existing gap by providing a new perspective on implementing civic education

in multicultural areas and how it can develop students' inclusive characters and awareness of the importance of diversity.

6. Conclusion

Civic education plays a very important role in maintaining the ethnic identity of descendants in a pluralistic society, such as in Padang. Through civic education, students understand the importance of national values that prioritize unity and tolerance, as well as maintaining pride in their ethnic identity. This article reveals that civic education not only functions as a means to teach civic, but also to strengthen social solidarity between different ethnic groups. Based on these findings, several suggestions can be given, namely: first, strengthening the inclusive civic education curriculum that emphasizes respect for ethnic diversity without reducing the sense of nationality; second, increasing training for civic education teachers so that they can teach material in a way that is sensitive and responsive to the local context; third, involving the community and parents in the educational process about ethnic and national identity to enrich civic education learning; and fourth, conducting further studies on the implementation in multicultural areas to determine its challenges and effectiveness. Thus, the development of a more inclusive and diversity-based civic education can create a generation that not only loves its homeland but can also live in harmony with the differences around it.

7. Suggestion

Based on the findings of this study, several recommendations can be proposed to enhance the role of civic education in preserving ethnic identity within diverse school environments. Firstly, the civic education curriculum should be further developed to explicitly integrate local cultural content that reflects students' diverse ethnic backgrounds. This integration enables students to recognize and appreciate their cultural roots while fostering respect for others. Secondly, continuous professional development for civic teachers is essential to equip them with multicultural pedagogical strategies. Teachers should be prepared to create inclusive classrooms that value ethnic identity as an asset in learning. Thirdly, collaboration with community leaders and local cultural figures should be strengthened. Their participation can enrich the learning experience by providing authentic cultural narratives and practices reinforcing students' connection to their heritage.

In addition, culturally responsive teaching materials that reflect Indonesia's pluralistic society are needed, ensuring that students from minority groups see their identities represented in educational content. Policy support is also necessary to promote multicultural civic education through national education guidelines emphasizing unity and cultural diversity. Lastly, future research should explore similar issues in other regions with different ethnic compositions to provide comparative perspectives and deepen the understanding of how civic education can strengthen the resilience of ethnic identity in various socio-cultural contexts.

Declarations

Author Contributions. The author affirms that all ideas, data, analysis, and the writing of this article were conducted independently by the author. All authors have read and approved the published version of the article.

Conflicts of Interest. The author declares no conflict of interest.

Funding. The author received no financial support for this article.

Data Availability Statement. The data can be provided by the corresponding author upon request.

Acknowledgement / Use of AI. The author used OpenAI's ChatGPT solely to support linguistic clarity during the writing process. The tool was not used to generate content or ideas. All outputs were critically reviewed, edited, and integrated by the author, who takes full responsibility for the final content of this manuscript.

References

- Afan, M. U. (2024). The urgency of Pancasila and citizenship education to strengthen national character with global citizenship dimensions. *Al-Ishlah: Jurnal Pendidikan*, 16(4), 5422–5434. doi: <https://doi.org/10.35445/alishlah.v16i4.5759>
- Akar, B. (2023). Citizenship education in conflict-affected areas and nation-states: Empowering teachers for sustainable reform. In *Global Migration and Civic Education*. Routledge, 21–34. doi: <https://doi.org/10.4324/9781003380825>
- Akbar, A. M. (2022). Moral education and Pancasila in encouraging the prevention of intolerance in the era of globalization: Experiences of Indonesia and Malaysia. *Jurnal Panjar: Pengabdian Bidang Pembelajaran*, 4(2), 223–282. doi: <https://doi.org/10.15294/panjar.v4i2.55050>
- Amsal, M. F. (2020). Character Education through Local Content Curriculum of Budaya Alam Minangkabau. *Al-Ta Lim Journal*, 27(2), 179–191. doi: <https://doi.org/10.15548/jt.v27i2.631>
- Banks, J. A.-O.-P. (2016). Global migration, diversity, and civic education: Improving policy and practice. *Teachers College Press*. doi: <https://doi.org/10.18546/LRE.15.3.17>
- Berry, J. W. (2019). Acculturation: A personal journey across cultures. *Cambridge University Press*. doi: <https://doi.org/10.1017/9781108589666>
- Brata, D. N. (2020). Developing Pancasila and civic education (PPKN) based on local wisdom. *Humanities & Social Sciences Reviews*, 8(1), 768–773. doi: <http://dx.doi.org/10.18510/hssr.2020.8192>
- Chen, S. (2024). Integrating Qiaopi into University Patriotism Education: Enhancing Cultural Awareness and Moral Values in a Globalized Era. *International Journal of Education and Humanities*, 4(4), 383–390. doi: [https://doi.org/10.58557/\(ijeh\).v4i4.252](https://doi.org/10.58557/(ijeh).v4i4.252)
- Creswell, J. W. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage Publications.
- Danugroho, A. (2024). The role of local history in strengthening national identity in the era of society 5.0. *Agastya: Jurnal Sejarah Dan Pembelajarannya*, 14(1), 18–28. doi: <https://doi.org/10.25273/ajsp.v14i1.18745>
- Eden, C. A. (2024). Cultural competence in education: strategies for fostering inclusivity and diversity awareness. *International Journal of Applied Research in Social Sciences*, 6(3), 383–392. doi: <https://doi.org/10.51594/ijarss.v6i3.895>
- Fatimah, I. (2023). Ethnic Identity And Subjective Well-Being In Students With Javanese And Chinese Backgrounds. *Academic Journal of Psychology and Counseling*, 4(1), 1–24. doi: <https://doi.org/10.22515/ajpc.v4i1.6865>
- Haris, Y. S. (2024). Reconciliation Amongst Islamic-Based Groups as a Solution to the Tolerance Issue and the Accomplishment of Religious Moderation in Indonesia. *Jurnal SMART (Studi Masyarakat, Religi, dan Tradisi)*, 10(2), 141–154. doi: <https://doi.org/10.18784/smart.v10i2.2464>
- Hogetveit, K. M. (2024). *The Impact of Competency-Based Curriculum on Teaching Resources and Cultural Heritage Content in Social Studies*. <https://hdl.handle.net/11250/3152333>: Master's thesis, NTNU.

- Hunduma, C. M. (2024). Multicultural education and global citizenship: Literature review. *Multidisciplinary Reviews*, 7(10), 2024223–2024223. doi: <https://doi.org/10.31893/multirev.2024223>
- Japar, M. F. (2022). The implementation of a multiculturalism learning model based on local wisdom in civic education. *Jurnal Civics: Media Kajian Kewarganegaraan*, 19(2), 186–195. doi: <https://doi.org/10.21831/jc.v19i2.53547>
- Machfiroh, R. R. (2024). Strategies for Revitalizing Tri Tangtu Local Wisdom Among College Students. *Al-Ishlah: Jurnal Pendidikan*, 16(1), 605–615. doi: <https://doi.org/10.35445/alishlah.v16i1.4940>
- Mariyono, D. (2024). Indonesian mosaic: the essential need for multicultural education. *Quality Education for All*, 1(1), 301–325. doi: <https://doi.org/10.1108/QEA-05-2024-0042>
- Montessori, M. F. (2024). Neglected values: civic disposition in junior high civic education during the pandemic. *Cogent Education*, 11(1), 1-12. doi: <https://doi.org/10.1080/2331186X.2023.2300909>
- Murdiono, M. (2021). Civic and nationalism education for young Indonesian generation in the globalization era. *Jurnal Civics: Media Kajian Kewarganegaraan*, 18(1), 158–171. doi: <https://doi.org/10.21831/jc.v18i1.39452>
- Nakaya, A. (2018). Overcoming ethnic conflict through multicultural education: The case of West Kalimantan, Indonesia. *International Journal of Multicultural Education*, 20(1), 118-137. doi: <https://doi.org/10.18251/ijme.v20i1.1549>
- Ngiu, Z. L. (2023). Strengthening Civic Education in a Multicultural School: A Local Wisdom Approach. *Eurasian Journal of Educational Research (EJER)*, 108. doi: <https://doi.org/10.14689/ejer.2023.108.012>
- Nurman, Y. Y. (2022). Development of Pluralism Education in Indonesia: A Qualitative Study. *Journal of Ethnic and Cultural Studies*, 9(3), 106-120. doi: <http://dx.doi.org/10.29333/ejecs/1207>
- Osler, A. (2016). Human rights and schooling: An ethical framework for teaching for social justice. *Teachers College Press*. doi: <https://doi.org/10.18546/LRE.15.2.15>
- Pangalila, T. S. (2021). Analysis of civic education learning in the effort to internalize the local wisdom of North Sulawesi. *Technium Social Sciences Journal*, 26(1), 326. doi: <https://doi.org/10.47577/tssj.v26i1.5158>
- Pohan, R. S. (2022). Local Content Curriculum Based on Malay Cultural Genre to Face the Challenges of Globalization for A High Quality of Life. *Calitatea*, 23(187), 93-101. doi: <https://doi.org/10.47750/QAS/23.187.11>
- Quaynor, L. J. (2012). Citizenship education in post-conflict contexts: A review of the literature. *Education, Citizenship and Social Justice*, 7(1), 33-57. doi: <https://doi.org/10.1177/1746197911432593>
- Raihani, R. (2018). Education for multicultural citizens in Indonesia: policies and practices. *Compare: A Journal of Comparative and International Education*, 48(6), 992–1009. doi: <https://doi.org/10.1080/03057925.2017.1399250>
- Sakti, S. A. (2024). Integrating local cultural values into early childhood education to promote character building. *International Journal of Learning, Teaching and Educational Research*, 23(7), 84-101. doi: <https://doi.org/10.26803/ijlter.23.7.5>

- Salleh, S. M. (2021). The framework of integrated civic education for fostering multicultural tolerance. *Journal of Tourism, Hospitality and Environment Management*, 6(25), 15-27. doi: <https://doi.org/10.35631/JTHEM.625002>
- Siswantara, Y. (2024). Citizenship in the context of multiculturalism in Indonesia. *Journal of Citizenship: Interdisciplinary Perspectives*, 1(1), 49-58. doi: <https://doi.org/10.26593/mhr60139>
- Sumardjoko, B. (2018). Model of civic education learning based on the local wisdom for revitalizing values of Pancasila. *Cakrawala Pendidikan*, 37(2), 201-211. doi: <https://doi.org/10.21831/cp.v37i2.18037>
- Supriati, A. (2018). Optimization of the Civic Education as the Effort to Strengthen National Character in Multicultural Community. *Annual Civic Education Conference (ACEC)*, 25(1), 193–196. doi: <https://doi.org/10.2991/acec-18.2018.46>
- Türken, S. O. (2024). From Avoidance to Competence? How the Identity Project Inspires Teachers to Engage with Ethnicity and Culture with Their Students. *Identity*, 24(4), 379–398. doi: <https://doi.org/10.1080/15283488.2024.2373476>
- Umaña-Taylor, A. J. (2023). Promoting adolescent adjustment by intervening in ethnic-racial identity development: Opportunities for developmental prevention science and considerations for a global theory of change. *International Journal of Behavioral Development*, 47(4), 352–365. doi: <https://doi.org/10.1177/01650254231162614>
- Zalli, E. (2024). Globalization and education: exploring the exchange of ideas, values, and traditions in promoting cultural understanding and global citizenship. *Interdisciplinary Journal of Research and Development*, 11(1 S1), 55–62. doi: <https://doi.org/10.56345/ijrdv11n1s109>

About the Contributor(s)

Monica Tiara, Department of Social and Political Sciences, Pancasila and Civic Education Study Program, Faculty of Social Sciences, Universitas Negeri Padang, Indonesia

Email: monicatiara@unp.ac.id

ORCID: <https://orcid.org/0000-0003-0508-7240>

Azwar Ananda, Universitas Negeri Padang, Indonesia

Email: anandaazwar4127@gmail.com

ORCID: <https://orcid.org/0000-0003-3870-4348>

Maria Montessori, Department of Social and Political Sciences, Pancasila and Civic Education Study Program, Faculty of Social Sciences, Universitas Negeri Padang, Indonesia

Email: mariamontessori@fis.unp.ac.id

ORCID: <https://orcid.org/0000-0002-9712-0353>

Irwan, Department of Social and Political Sciences, Pancasila and Civic Education Study Program, Faculty of Social Sciences, Universitas Negeri Padang, Indonesia

Email: irwanhamdi@fis.unp.ac.id

ORCID: <https://orcid.org/0000-0002-0968-4838>

Publisher's Note: The opinions, statements, and data presented in all publications are solely those of the individual author(s) and contributors and do not reflect the views of Universitepark, EDUPIJ, and/or the editor(s). Universitepark, the Journal, and/or the editor(s) accept no responsibility for any harm or damage to persons or property arising from the use of ideas, methods, instructions, or products mentioned in the content.
