Development of a Digital Module to Strengthen Multicultural Citizenship Competence in Higher Education

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Abstract: *This study presents the design and validation of a digital learning module aed at enhancing multicultural citizenship competence among higher education students. Using the Research and Development (R&D) method and the ADDIE framework (Analysis, Design, Development, Implementation, and Evaluation) the module was tested across three Indonesian universities: STKIP Kusuma Negara, STKIP Arrahmaniyah, and Pamulang University. A total of 30 students participated in preliminary testing, followed by 54 students in field trials. The module and its accompanying web-based digital were evaluated by two subject matter experts and two media specialists to ensure content accuracy and media quality. Results showed high feasibility ratings (module: 87.56%; web digital: 91.31%), strong effectiveness (module: 88.71%; web digital: 88.80%), and notable practicality (module: 86.61%; web digital: 90.30%). Feedback from lecturers and students emphasized the module's accessibility, clear structure, interactive features, and adaptability to diverse learning contexts. The digital format allowed for flexible integration into various teaching environments, promoting student engagement and cross-cultural understanding. This research contributes an innovative, culturally responsive, and technology-enhanced resource for civic education, supporting the development of inclusive, tolerant, and globally aware citizens in higher education settings. It also demonstrates the potential of digital pedagogy in advancing multicultural values in Curricula.*

Keywords*: civic competence; digital module; higher education; multiculturalism; web-based learning.*

Pengembangan Modul Digital untuk Memperkuat Kompetensi Kewarganegaraan Multikultural di Pendidikan Tinggi

Abstrak: Studi ini menyajikan desain dan validasi modul pembelajaran digital yang dirancang untuk meningkatkan kompetensi kewarganegaraan multikultural di kalangan mahasiswa pendidikan tinggi. Menggunakan metode Penelitian dan Pengembangan (R&D) dan kerangka kerja ADDIE (Analisis, Desain, Pengembangan, Implementasi, dan Evaluasi) modul tersebut diuji di tiga universitas di Indonesia: STKIP Kusuma Negara, STKIP Arrahmaniyah, dan Universitas Pamulang. Sebanyak 30 mahasiswa berpartisipasi dalam pengujian pendahuluan, diikuti oleh 54 mahasiswa dalam uji coba lapangan. Modul dan prototipe berbasis web yang menyertainya dievaluasi oleh dua ahli materi pelajaran dan dua spesialis media untuk memastikan keakuratan konten dan kualitas media. Hasil menunjukkan peringkat kelayakan yang tinggi (modul: 87,56%; digital web: 91,31%), efektivitas yang kuat (modul: 88,71%; digital web: 88,80%), dan kepraktisan yang menonjol (modul: 86,61%; prototipe web: 90,30%). Umpan balik dari dosen dan mahasiswa menekankan aksesibilitas modul, struktur yang jelas, fitur interaktif, dan kemampuan adaptasinya terhadap beragam konteks pembelajaran. Format digital memungkinkan integrasi yang fleksibel ke dalam berbagai lingkungan pengajaran, mendorong keterlibatan mahasiswa dan pemahaman lintas budaya. Penelitian ini menyumbangkan sumber daya yang inovatif, responsif terhadap budaya, dan berbasis teknologi untuk pendidikan kewarganegaraan, yang mendukung pengembangan warga negara yang inklusif, toleran, dan berwawasan global di lingkungan pendidikan tinggi. Penelitian ini juga menunjukkan potensi pedagogi digital dalam memajukan nilai-nilai multikultural dalam Kurikulum.

Kata kunci: kompetensi kewarganegaraan; modul digital; pendidikan tinggi; multikulturalisme; pembelajaran berbasis web.

1. Introduction

Education is a strategic instrument in developing intelligent, critical, and responsible individuals for the advancement of the nation. Through a comprehensive learning process, education not only broadens horizons and understanding but also instills skills, character, and critical thinking abilities. The approaches implemented are tailored to each individual's capacity, enabling them to develop as social subjects who actively contribute to national development and the realization of the ideals of national and state life.

the concept of citizenship and citizenship education have been positioned as central elements in theoretical studies, scientific research, educational policy, and learning practices. Civic education is defined as a process by which students are guided to develop a greater sense of self-awareness as members of society. In recent decades, the understanding of citizenship has expanded, from being limited to the political dimension to encompassing social and cultural dimensions. This development has encouraged a strengthening of the relationship between individuals and the moral values that develop within society (Veugelers & Groot, 2019).

Indonesia is widely recognized as one of the most culturally diverse nations in the world, with more than 1,300 ethnic groups, over 700 local languages, and a rich variety of religious and cultural traditions. This diversity is a source of national strength, yet it also presents potential challenges in terms of social cohesion, intercultural understanding, and the maintenance of national unity (Pepinsky et al., 2022). Within such a context, higher education institutions bear a critical responsibility in shaping citizens who are not only knowledgeable and skilled, but also able to live and work harmoniously in multicultural settings (Al-Ansari et al., 2025).

Civic education plays a strategic role in this process. Its primary aim is to produce citizens who are informed, responsible, and committed to democratic values. However, various studies have shown that existing civic education practices in Indonesian universities often lack structured learning resources that explicitly address multicultural citizenship competence (Reitz et al., 2009). In many cases, the learning materials tend to focus on a single dimension cognitive knowledge, affective attitudes, or psychomotor skills without integrating these dimensions into a holistic framework that reflects real-world citizenship demands (Shephard, 2008).

Recent developments in national education policy have created momentum for change. The Indonesian National Qualifications Framework (Kerangka Kualifikasi Nasional Indonesia or KKNI) emphasizes competency based learning outcomes, while the Merdeka Belajar Kampus Merdeka (MBKM) policy encourages innovative and flexible learning models, including project based approaches and the use of digital technology. These policies align with global trends that call for 21st-century skills, such as critical thinking, collaboration, creativity, and intercultural competence, as essential for graduates entering an interconnected world.

In addition to policy shifts, the rapid advancement of information and communication technologies has opened new possibilities for delivering civic education content. Digital learning modules and web based platforms can enhance accessibility, foster interactive learning experiences, and allow students to engage with content at their own pace. Yet, the availability of such resources especially those tailored to Indonesia's multicultural context remains limited (Logan et al., 2020).

This research seeks to address that gap by developing a digital module designed to strengthen multicultural citizenship competence in higher education. The module integrates project-based learning principles, incorporates local wisdom alongside global multicultural perspectives, and is supported by an interactive website (Widayanti et al., 2022). Through a systematic Research and Development (R&D) process using the ADDIE model, the study aims to ensure that the module is pedagogically sound, technologically robust, and contextually relevant (Adeoye et al., 2024a). Ultimately, the goal is to provide an effective and practical tool that can be adopted by universities to enhance the quality and impact of civic education in a multicultural society (Adeoye et al., 2024b).

Civic education is a discipline aimed at fostering citizens who are knowledgeable, responsible, and actively engaged in democratic life (Shephard, 2008). At the university level, civic education not only transmits constitutional and democratic principles but also seeks to instill civic dispositions such as tolerance, respect for diversity, and active participation in public affairs. In Indonesia's multicultural context, civic education must go beyond legal and political literacy, addressing socio-cultural competencies that prepare students to navigate diversity constructively (Mazid et al., 2025).

Kemlicka stated that in the context of a multicultural society, multicultural education

must be directed at understanding the culture and rights of citizens who live in that diversity (Kemlicka, 2021). Multicultural education plays a crucial role in shaping the inclusive and tolerant character of students amidst the diversity of Indonesian society. The diversity of ethnicities, languages, and traditions inherent in the Indonesian nation makes it a multicultural society, constitutionally recognized through the motto "Bhinneka Tunggal Ika." This principle of pluralism is also reflected in religious teachings, such as in QS. Al-Hujurat, which encourages mutual understanding between people. In the context of religious education, a multicultural approach is considered capable of fostering moderate thinking and respect for differences. Therefore, multicultural education needs to be instilled from the elementary level so that the younger generation grows into individuals with a tolerant attitude and is prepared to live in diversity (Marzuki et al., 2020).

According to Torney-Purta et al. (2015), civic competence encompasses a set of knowledge, skills, and dispositions required by individuals to participate actively, critically, and responsibly in a democratic society. These competencies include an understanding of the principles of democracy, human rights, and the structure and function of political institutions; the ability to think reflectively and make informed decisions; and an attitude of respect for diversity, tolerance, and social solidarity. In the context of education, developing civic competence is an important foundation for shaping a young generation capable of fulfilling their roles as empowered citizens with integrity and contributing to strengthening an inclusive and just democratic order (Hapsara et al., 2025).

The concept of multicultural citizenship competence is grounded in the idea that effective citizenship in a pluralistic society requires more than legal status or civic rights; it demands intercultural understanding, empathy, and the ability to collaborate across differences (Ahmad et al., 2023). This competence encompasses three main dimensions; 1) Cognitive: understanding democratic principles human rights, and multicultural values; 2) Affective: developing empathy, respect, and openness toward cultural diversity; 3) Behavioral: applying civic values through active participation and constructive engagement in multicultural contexts.

Global research indicates that educational strategies integrating multicultural perspectives enhance social cohesion and reduce prejudice (Akkari & Maleq, 2020). However, in Indonesia, such approaches are often fragmented and not systematically embedded in civic education curricula.

An instructional module is a structured unit of learning material designed to help students achieve specific learning outcomes. Effective modules are self-contained, user friendly, and aligned with curriculum standards (Rahmawati et al., 2019). They should include clear objectives, well organized content, assessment tools, and engaging activities. Modules serve as both a teaching aid for instructors and a self learning resource for students, enabling flexibility and Individualized pacing. Digital technology has transformed higher education by enabling interactive, multimedia rich learning environments. Web based platforms and digital modules allow for asynchronous access, collaborative projects, and multimedia integration, which can enhance motivation and learning retention (Khamparia & Pandey, 2017). The use of technology in civic education not only modernizes delivery but also aligns with students' digital literacy, making content more relatable and accessible.

While prior studies have explored multicultural education in various global contexts (Akkari & Maleq, 2020), few have developed localized, project-based digital modules for civic education in Indonesia. Existing materials often overlook the integration of local wisdom such as indigenous conflict resolution practices or community traditions that can make multicultural education more contextually meaningful. This study addresses these gaps by designing a module that merges global multicultural frameworks with Indonesian socio-cultural realities, delivered through a technology enhanced format for higher education.

Based on the background, identification, and problem limitations in this dissertation research, the researcher formulated the research problem for developing a multicultural citizenship competency strengthening module in higher education as follows: (1) How feasible is the digital module product for strengthening multicultural citizenship competency in higher education?; (2) How effective is the digital module product for strengthening multicultural citizenship competency in higher education?: (3) How practical is the digital module product for strengthening multicultural citizenship competency in higher education?.

Based on the problem formulation in this dissertation research, the researcher has the following research objectives for developing a module to strengthen multicultural citizenship competencies in higher education: (1) To

determine the feasibility of a module to strengthen multicultural citizenship competencies in higher education: (2) To determine the effectiveness of a module to strengthen multicultural citizenship competencies in higher education: (3) To determine the practicality of a module to strengthen multicultural citizenship competencies in higher education

This research has several benefits: Theoretical Benefits, The results of this development are expected to broaden academic horizons in the field of citizenship education, particularly through the development of modules designed to strengthen students' multicultural skills in higher education settings. Practical Benefits. Benefits for Higher Education 1) These findings can contribute to the development of more appropriate, effective, and practical modules to enhance citizenship competency. 2) This development can assist students in creating multicultural citizenship competency projects. 3) Increase insight into strategies for addressing multicultural issues in higher education contexts.

2. Metode Penelitian

This study adopted a Research and Development (R&D) approach structured around the ADDIE model, which consists of five sequential stages: Analysis, Design, Development, Implementation, and Evaluation. This model was selected because it provides a systematic and iterative framework for producing educational resources that are both pedagogically sound and responsive to learner needs. Figure 1 illustrates the research workflow adapted from the ADDIE model, showing how each stage.

The ADDIE development model consists of five main components: Analysis, Design, Development, Implementation, and Evaluation. The analysis stage is used to assess the work environment as a basis for determining the type of product to be developed. The design stage focuses on product design activities, while the development stage encompasses the creation of the designed product and its initial testing. The implementation stage involves using the developed product, and the evaluation stage assesses its performance (Branch, 2009).

The development process was conducted in collaboration with three higher education institutions in Indonesia: STKIP Kusuma Negara, STKIP Arrahmaniyah, Pamulang University, and this research was conducted for 6 months, January to June 2025. The participants included 30 students for the preliminary (small group) trials and 54 students for the large-scale field

tests, resulting in a total sample of 84 students. Selection was based on purposive sampling, targeting students enrolled in Civic Education courses to ensure alignment with the module's objectives.
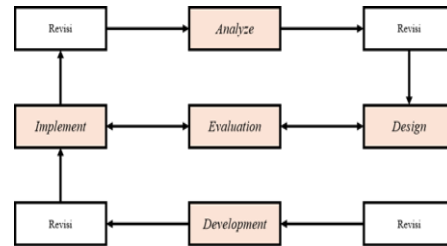

Figure 1. The ADDIE development model adapted from Branch

Development Procedure

Analysis: Needs analysis was conducted through interviews, document reviews, and surveys to identify gaps in existing learning materials, particularly regarding multicultural content integration and technology use. Design: Learning objectives were formulated based on competency standards outlined in the Indonesian National Qualifications Framework (KKNI). The module structure, content flow, and web digital interface were then drafted. Development: Content was written, multimedia elements were integrated, and the web digital was built. The draft module and website were subjected to expert validation by two subject matter specialists and two media experts. Implementation: The validated products were tested in both small-group and full-class settings. Lecturers and students used the module and provided structured feedback. Evaluation: Data from expert validation, student feedback, and learning assessments were analyzed to refine the final product. Both formative (ongoing) and summative (end-stage) evaluations were conducted.

Instruments and Data Collection

Three primary instruments were utilized:

Feasibility questionnaire: to assess the appropriateness of content, structure, language, and media design; Effectiveness test: measuring improvements in knowledge, attitudes, and skills related to multicultural citizenship competence; Practicality questionnaire: evaluating ease of use, accessibility, and integration into existing courses.

Data Analysis

Quantitative data from the questionnaires were analyzed using descriptive statistics to generate mean scores and percentages. Effectiveness was determined by comparing pre-

test and post-test results, while practicality scores were calculated from user responses. Qualitative data from open-ended feedback were analyzed thematically to identify strengths, weaknesses, and suggestions for improvement.

3. Research & Discussion

Feasibility Evaluation

Expert validation was conducted to assess the quality of both the printed module and its web-based digital. Two subject matter experts evaluated the content for accuracy, depth, and alignment with multicultural citizenship competence objectives, while two media experts assessed the design, navigation, and multimedia integration.

The following table 1 are the results of processing the module and media feasibility questionnaire data obtained from users, namely students.

Table 1. Feasibility results from subject matter and media experts

Product Type	Printed Module
Validator Type	Subject Matter Expert
Feasibility Score (%)	88.15%
Category	Very Feasibility
Product Type	Printed Module
Validator Type	Media Expert
Feasibility Score (%)	87.00
Category	Very Feasibility
Average	87.56 Very Feasible
Product Type	Web Digital
Validator Type	Subject Matter Expert
Feasibility Score (%)	90.20
Category	Very Feasible
Product Type	Web Digital
Validator Type	Media Expert
Feasibility Score (%)	92.43
Category	Very Feasible
Average	91.31 Very Feasible

The printed module obtained a feasibility score of 87.56%, categorized as very feasible, indicating strong alignment with curriculum requirements, clarity of presentation, and relevance to learners' needs. The web digital achieved a slightly higher score of 91.31%, reflecting its ease of navigation, attractive interface, and effective use of multimedia elements. These results suggest that the product meets pedagogical, technical, and contextual standards for implementation in higher education.

Effectiveness Testing

The module's effectiveness was examined through pre-test and post-test measurements, focusing on three competency domains: cognitive

understanding, affective dispositions, and behavioral skills related to multicultural citizenship.

The following table 2 are the results of processing data from the module and media effectiveness questionnaire obtained from users, namely students.

Table 2. Effectiveness scores across competency domains

Product Type	Printed Module
Cognitive (%)	88.90
Affective (%)	88.40
Behavioral (%)	88.83
Average (%)	88.71
Category	Very Effective
Product Type	Web Digital
Cognitive (%)	89.01
Affective (%)	88.50
Behavioral (%)	88.89
Average (%)	88.80
Category	Very Effective

In the large-scale field test, the printed module reached an effectiveness score of 88.71%, while the web digital recorded 88.80%. These scores demonstrate substantial gains in students' conceptual knowledge, openness to cultural diversity, and practical application of democratic values in simulated and real-life contexts. The findings align with prior research indicating that structured, context-rich instructional materials can significantly enhance civic learning outcomes (Akkari & Maleq, 2020).

Practicality Findings

Practicality was evaluated through feedback questionnaires completed by both lecturers and students. The following table 3 are the results of processing data from the module and media practicality questionnaire obtained from users, namely students.

Table 3. Practicality ratings from lecturers and students

Product Type	Printed Module
Lectures (%)	87.00
Student (%)	86.22
Average (%)	86.61
Category	Very Pratical
Product Type	Web Digital
Lecture (%)	90.70
Student (%)	89.90
Average (%)	90.30
Category	Very Pratical

The printed module achieved a practicality score of 86.61%, while the web digital scored 90.30%. Respondents highlighted several strengths: 1) Accessibility: students could use the materials both in class and independently without technical difficulties; 2) Organization: content flow was logical and easy to follow; 3) Adaptability: the module could be integrated into different course structures with minimal adjustment.

Some suggestions for improvement included adding more interactive quizzes and expanding examples of local multicultural practices. These recommendations informed minor revisions in the final version.

Product Description

The initial figure 2 development results are in the form of a module product cover.

Figure 2. Module Cover

The initial product, a printed learning module, has been developed into an interactive digital medium. This transformation was accomplished through a coding process using appropriate programming languages and digital platforms, resulting in a more dynamic and user-friendly interface. The development included the integration of text content, images, and interactive elements such as quizzes or imulations, previously unavailable in the printed version.

The initial figure 3 digitaly version featured a simple yet functional interface, with navigation that made it easy for users to access each module section. Content was organized into web pages or apps, complemented by multimedia features to enhance user understanding and engagement.
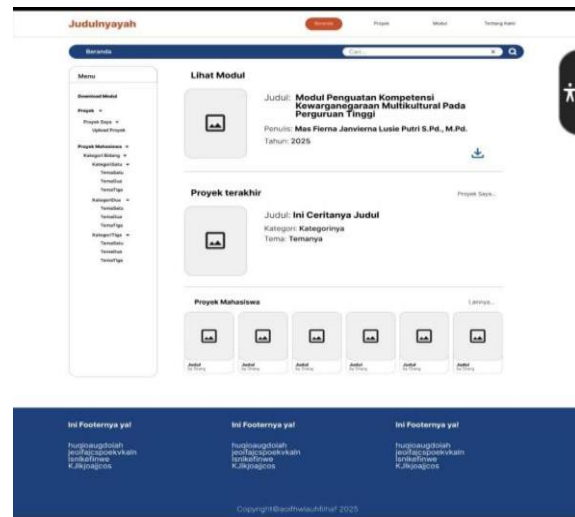

Figure 3. Web Digital

The printed module consists of six main chapters, integrating cognitive, affective, and behavioral aspects of multicultural citizenship competence. The web digital mirrors this structure, offering multimedia support such as videos, interactive quizzes, and downloadable resources. Both formats are aligned with project-based learning principles and incorporate examples of local wisdom to ensure contextual relevance.

Discussion

Below is figure 4 a framework for thinking in research that explains that citizenship education in higher education can improve multicultural citizenship competencies with the help of digital modules.
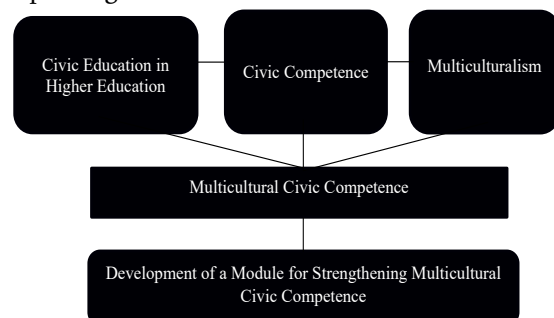

Figure 4. Relationship between module design elements and multicultural citizenship competence outcomes

The high feasibility, effectiveness, and practicality scores confirm that the developed module and its web-based counterpart are both pedagogically sound and technologically viable. The results underscore the importance of integrating multicultural content into civic education in ways that are interactive,

contextually relevant, and supported by digital tools.

This aligns with (Taşkıran, 2021), who argue that well-designed digital media can improve learning engagement and retention. The findings also resonate with the principles of project-based learning, as the module required students to undertake activities that applied civic values to real community contexts an approach shown to enhance deeper learning (Zaki et al., 2024). Furthermore, the integration of local wisdom ensured that multicultural education was not merely theoretical but grounded in the lived experiences of students, increasing relevance and potential for behavioral change.

Overall, the study demonstrates that a digital module when carefully designed using the ADDIE model can effectively foster the competencies required for active, tolerant, and culturally responsive citizenship in higher education. This research has limitations, including: Limited Accessibility and Internet Connection: The website developed relies on an internet connection, so its effectiveness may vary across regions, especially for users in areas with limited internet access. This can hinder the widespread implementation and utilization of the module. Limited Technological Resources: Due to the researcher's inability to master information technology, digital development was conducted using available resources, including software, hardware, and the expertise involved.

4. Conclusion and Suggestions

This study developed and validated both a printed module and a web-based digital aimed at strengthening multicultural civic competence in higher education. Guided by the ADDIE model, the product underwent systematic stages of analysis, design, development, implementation, and evaluation.

The feasibility tests indicated that both the printed module and web digital achieved very feasible ratings from subject matter and media experts, with the web digital scoring slightly higher due to its multimedia integration and user-friendly interface. Effectiveness testing showed notable improvements in cognitive, affective, and behavioral competencies, while practicality assessments confirmed that the materials were easily applicable in classroom and independent learning contexts.

These findings demonstrate that the developed learning resources effectively integrate multicultural content and project-based learning principles to foster students' multicultural civic competence. The web digital, in particular, offers greater flexibility and accessibility, complementing the printed module in blended learning environments.

Recommendations include expanding interactive features, incorporating more examples from diverse local cultures, and conducting longitudinal studies to examine the long-term impact on students' civic engagement. The approach demonstrated in this study may serve as a model for similar curriculum innovations in other universities seeking to strengthen democratic values and multicultural understanding.

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