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Promoting Chinese-Malay Interethnic Harmony in History Education

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Abstract: One of the SDGs' agenda items is to reduce inequality, facilitate conflict resolution, and strengthen social cohesion across multiethnic groups by preserving symbols of local inclusion. This research creates an interactive digital textbook for history lessons, integrating Bangka local wisdom, *Tong Ngin Fan Ngin Jit Jong*, to enhance tolerance among high school students in Bangka Belitung. We adopted a research and development approach to define, design, develop, and disseminate the textbook. Data were gathered through literature reviews, observations, interviews, and surveys, utilizing feasibility and practicality forms and questionnaires to evaluate students' attitudes toward tolerance. The Rasch model was utilized to transform ordinal data into interval data and analyze the results using t-tests, one-way and two-way ANOVA, and post hoc Duncan tests. Results indicated that the digital textbook is both feasible and practical for history learning. Initial trials showed that the textbook significantly enhances students' tolerance, and further analysis suggested that the textbook was particularly effective for students in rural areas compared to their urban counterparts. This research contributed a method to strengthen local wisdom-centered history learning, positioning *Tong Ngin Fan Ngin Jit Jong* as a pedagogical foundation to shape tolerance. The novelty of this study lies in the creation of an interactive digital textbook with role-playing materials for schools to strengthen social inclusion and narrow the social gap in SDG 10.

Abstrak: Salah satu agenda SDGs adalah mengurangi ketimpangan, memfasilitasi penyelesaian konflik, dan memperkuat kohesi sosial antarkelompok multietnis melalui pelestarian simbol-simbol inklusi lokal. Penelitian ini menghasilkan buku teks digital interaktif untuk pembelajaran sejarah yang mengintegrasikan kearifan lokal Bangka, *Tong Ngin Fan Ngin Jit Jong,* guna meningkatkan toleransi siswa sekolah menengah atas di Bangka Belitung. Kami menggunakan pendekatan penelitian dan pengembangan (research and development) untuk mendefinisikan, merancang, mengembangkan, dan menyebarluaskan buku teks tersebut. Data dikumpulkan melalui kajian pustaka, observasi, wawancara, dan survei, dengan memanfaatkan lembar kelayakan dan kepraktisan serta kuesioner untuk menilai sikap toleransi siswa. Model Rasch digunakan untuk mengubah data ordinal menjadi data interval, dan hasilnya dianalisis menggunakan uji-t, ANOVA satu arah dan dua arah, serta uji lanjut Duncan. Hasil penelitian menunjukkan bahwa buku teks digital ini layak dan praktis untuk pembelajaran sejarah. Uji coba awal menunjukkan bahwa buku teks tersebut secara signifikan meningkatkan toleransi siswa, dan analisis lebih lanjut menunjukkan bahwa buku teks ini sangat efektif bagi siswa di daerah pedesaan dibandingkan siswa di daerah perkotaan. Penelitian ini berkontribusi pada metode untuk memperkuat pembelajaran sejarah berbasis kearifan lokal, dengan menempatkan *Tong Ngin Fan Ngin Jit Jong* sebagai landasan pedagogis dalam membentuk toleransi. Kebaruan penelitian ini terletak pada pembuatan buku teks digital interaktif dengan materi bermain peran bagi sekolah untuk memperkuat inklusi sosial dan mempersempit kesenjangan sosial dalam SDG 10.

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INTRODUCTION

Inequality is an issue addressed in the Sustainable Development Goals (SDGs) agenda, as well as in socio-academic discussions and research. When social, economic, and political disparities persist, nations consistently struggle with social conflicts, weak societal cohesion, limited economic mobility, and threatened global peace. Narrowing this gap can foster harmonious co-existence among individuals and communities of diverse backgrounds and, ultimately, strengthen socio-economic stability and achieve SDG targets.

As a nation with a rich tapestry of ethnic groups, dialects, and local cultures, Indonesia is a pinnacle of diversity. Historically, Indonesian culture is shaped by the interactions of various religious kingdoms and influences of the colonizers, traders, and religious teachers. This remarkable diversity is captured in the national slogan "Bhineka Tunggal Ika," or "unity in diversity" (Japar et al., 2019; Utaberta et al., 2014). This phrase symbolizes the tolerance among the diverse communities recognized worldwide in Indonesia (Ginting et al., 2021). *Bhinneka Tunggal Ika* is a national ideology, a philosophical foundation of national development and welfare, and a normative basis of national laws and regulations that shape the civil society (Atmaja et al., 2020; Isra & Tegnan, 2021; Rahman et al., 2021; Rismawati et al., 2021; Yuspin et al., 2019).

Despite these ideals, interreligious conflicts persist (Handoko et al., 2022). For instance, assaults on the congregations of GBI Church in Yogyakarta, attacks on a Confucian temple in Kediri, boycotts of a Buddhist worship meeting in Babat village (Juliawanti, 2018; kompas.com, 2018), and opposition to the construction of a Confucian temple in South Sumatra. Real-life instances of ethnic-based conflicts and intolerance include persecution towards Chinese descendants during the New Order regime (1965-1998) and the May 1998 Riot (Andryanto, 2021; Himawan, 2020; Lindsey & Pausacker, 2005; Purdey, 2006; Tan, 2008). Other examples include the Kimyal-Yali conflicts in Papua and the Madura-Dayak conflicts in Sampit in 2001, which claimed 400 casualties. It shows that discrimination is deeply rooted in social structures (Alam, 2021; Prastiwi, 2021).

Bangka Belitung Province is perceived as a highly tolerant region, where Chinese and Malay descendants live side by side in harmony. The historical roots of Chinese-Malay harmony in Bangka started in the 18th century, when a significant influx of mine workers from China came to Bangka, mingled, and married with the locals (Erman, 2009; Heidhues et al., 2008; Sujitno, 2011), thus forming a multiethnic community. The community upholds the spirit of *Tong Ngin Fan Ngin Jit Jong*, a slogan originating from the Hakka dialect combining the phrases *Tong Ngin* (Chinese people), *Fan Ngin* (Malay people), and *Jit Jong* (equal), meaning Chinese and Malay people are equal (Ferdiansyah, 2017; Ibrahim et al., 2020; Nurhayati, 2017; Sya & Marta, 2019; Theo & Lie, 2014; Yuliarni et al., 2024). The motto was made popular by Governor Hudarni Rani (2002–2007) as a symbol of inter-ethnic integration and unity (Nurhayati, 2017), reflected in the social, economic, political, and cultural dimensions of the Bangka community, which thrives in harmony. However, an incident in 2019 swayed this harmony. A Selapan community member allegedly stabbed a resident in South Bangka, leading to the community's eviction from Pangkal Pinang, the province's capital (Dahnur & Aprian, 2019). Despite the conflict resolution, negative suspicion towards the Selapan community lingers, deepening due to their social vulnerability. As a result, Pangkal Pinang was deemed the least tolerant city (Yosarie et al., 2024) and recorded the lowest index of Bangka Belitung's Interfaith Harmony (KUB) in the past four years, according to a survey by the Ministry of Religious Affairs (Nursy, 2021; RI, 2019; Ulum & Muntafa, 2019). A local political figure, Rudianto Tjen, confirmed this worsened intolerance cases and raised questions about the underlying causes (Suhendri, 2023).

Differences in language, religion, traditions, race, and ethnicity can make both majority and minority groups in a society feel excluded and insecure (Jetten et al., 2002; Massey & Miller, 2018), leading to prejudice and distrust, which may escalate into horizontal conflict (Purwanta, 2022). These changing social dynamics can threaten diversity and need long-term, overarching efforts to promote tolerance, reduce intergroup conflicts, enhance national unity, and prevent social disintegration (Asrori, 2022). When left unaddressed, intolerance can evolve into radicalism and terrorism, endangering the unity of the Republic of Indonesia. In addition, social media plays a significant role in amplifying intolerant attitudes through hate speech, misinformation, and racist content. In 2017, Indonesia's Ministry of Communication and Informatics reported 13,829 instances of hate speech and 6,973 hoaxes (Yuliani, 2017). Teenagers, the highest proportion of social media users, are easily influenced by digital content and propagate intolerance. The Ministry of Education found that 41% of students experience bullying several times a month

(Anggraena et al., 2022), underscoring the urgent need to strengthen the character development and tolerance of teenage learners at school.

A survey by the National Counter Terrorism Agency (BNPT) in 2019 revealed that values of Unity in Diversity were taught at schools across 32 provinces in Indonesia, but the achievement rate was only 53% (Safiudin, 2022). To address this, scholars have proposed the incorporation of the Unity in Diversity values into history lessons to bridge knowledge about the past with the present values to enhance students' awareness of their communities (Rowse, 2014) and help shape the future (Pi'i, 2016; Kebudayaan, 2012). However, history education at Indonesian schools still focuses on Pancasila ideology, national identity, and the contributions of historical figures (Anis, 2015) but overlooks the core values of a tolerant attitude (Santosa et al., 2022). It is because the teachers perceive that integrating character building into the syllabus is challenging, and thus requires specific teaching tools unfamiliar or inaccessible to them (Sirnayatin, 2017; Winarno et al., 2020). In addition, many schools struggle to incorporate tolerance rooted in local wisdom into history teaching (Firmansyah, 2023) due to minimal promotion of local traditions to younger generations. Meanwhile, interactions among people from diverse backgrounds lead to unique patterns of local wisdom, which can serve as meaningful learning resources. Therefore, adopting a multicultural approach is crucial for enhancing intercultural tolerance and reinforcing the spirit of unity in diversity among Indonesian youth (Ginting et al., 2021; Setyaningsih, 2021). Despite the challenges, the successful implementation of local-wisdom-based learning is evident. The Pela Gandong program in Ambon integrates local culture into formal education, fostering interfaith harmony between Islam and Christian communities (Godlif & Patra, 2018; Hasudungan, 2020; Hasudungan et al., 2020; Hasudungan & Sartika, 2020; Hehakaya, 2012; Tualeka Zn, 2015).

Previous research has examined the use of *Tong Ngin Fan Ngin Jit Jong* for various sociocultural and academic purposes. It served as the motto during the 2015 political campaign for the Chinese and Malay communities to promote shared values (Yuliarni, 2015), a framing tool for political figures in online media campaigns (Sya & Marta, 2019), and a reflection of harmonious social relations between Chinese descendants and grassroots Malay communities in Bangka (Ibrahim et al., 2020). Other studies focus on the symbolic interethnic solidarity represented by *Tong Ngin Fan Ngin Jit Jong* through arts and culture, such as the *Chit Ngiat Pan* dance (Nirmala et al., 2021). Interestingly, Damiasih & Riana (2022b, 2022a) reported that students in Bangka lack a deeper understanding of this slogan. Cholilah (2020) explores the integration of *Tong Ngin Fan Ngin Jit Jong* into history or civic education to support character building among students. Our previous study on symbolic interactionism underscores that *Tong Ngin Fan Ngin Jit Jong* is important to build social cohesion, but it lacks practical application in a school context (Yuliarni et al., 2024).

To the best of our knowledge, there is a lack of comprehensive studies on integrating *Tong Ngin Fan Ngin Jit Jong* into Indonesian history syllabi to cultivate a sense of tolerance among the younger generation. Also, research that develops digital learning tools or contextual learning that integrates into pedagogy is limited to none. Accordingly, this study aims to address the research question, "How to develop a digital book based on local wisdom, *Tong Ngin Fan Ngin Jit Jong* with a feasible, practical, and effective role-playing model to teach tolerance attitudes to high school students?" This study seeks to make two distinct contributions—theoretical and practical. The theoretical contribution lies in the conceptual framework that integrates local wisdom, *Tong Ngin Fan Ngin Jit Jong,* into history learning as a contextual and participatory tolerance education strategy. We propose that schools should be spaces that actively foster tolerance to prevent prejudice and bullying from escalating. *Tong Ngin Fan Ngin Jit Jong* can be embedded in teaching materials as a preventive strategy to strengthen social ties in Bangka Belitung and to prevent the growth of prejudice and prolonged intolerance. This contribution enriches the global discussion of incorporating values into pedagogy to strengthen tolerance. Perry et al. (2024) stated that race and religion are obstacles to fostering national unity in the United States, and Nassauer (2025) confirmed that extreme violence in US schools is perpetrated in a racist manner. At the psychological level of identity, Puchała et al. (2026) reported that when group identity becomes overly "central" (high centrality), it gives rise to collective narcissism, which fuels intolerance. Therefore, strengthening social ties (strength of ties) across identities is crucial to maintaining a space for tolerance. Similarly, Day et al. (2025) demonstrate that schools are viewed as inclusive spaces that recognize multiple identities and strengthen a sense of belonging across races, religions, and cultures among young people.

The practical contribution is the development of a digital role-play interactive textbook incorporated with the philosophy of *Tong Ngin Fan Ngin Jit Jong.* We integrate the 4D Research and Development model approach to create learning materials that are feasible, practical, and effective to encourage the younger generations to uphold tolerance as a means to reinforce unity in diversity. This innovation bridges the gap in the existing research on role-playing, which mainly focused on game-based learning (Balducci et al., 2017; Ballon et al., 2007; Brom et al., 2019; Cole & Griffiths, 2007; Dickey, 2007; Fine, 2002), psychological recovery or disaster mitigation (Abied et al., 2020; Corsini, 2017; Suharni & Baharsyah, 2020), or integration in problem-based learning (PBL) and project-based learning (PjBL) (Chan, 2012; Sarkheyli, 2017). In Indonesia, digital textbooks have been utilized because they are accessible and relevant to teach social interaction values across schools (Franco, 2014; Weng, 2011). Role-playing models can effectively help students grasp social issues, internalize important social values (Shaftel & Shaftel, 1967), stimulate discussions on local issues, and prioritize social values in the learning process (Joyce & Weil, 2018). However, the existing media-based teaching on local wisdom is primarily available in printed formats for elementary education and often lacks an engaging participatory approach like role-playing (Mahardani et al., 2023; Murniayudi & Sujarwo, 2021). Digital and comic books featuring local cultural content tend to overlook the cultivation of tolerance (Anggini et al., 2024; Taufik et al., 2023). Therefore, this research not only introduces a new methodology but also contributes insights into the tolerance culture among high school students in Bangka.

In a broader global context, the spirit of *Tong Ngin Fan Ngin Jit Jong* aligns closely with the SDGs, particularly the goal of reducing inequality within and among nations. In other words, indigenous wisdom can offer contextually grounded solutions to address social and ethnic disparities and strengthen social cohesion amidst diversity. The development of this interactive digital book contributes to the achievement of SDG 10 (Reduce Inequalities), especially in efforts to increase social inclusion (target 10.2) and reduce discrimination (target 10.3), through history education that encourages equality, respect for diversity, and strengthening social cohesion in a multicultural society.

METHODS

This study used the research and development (R&D) model with the instructional design approach introduced by Sivasailam Thiagrajan, Semmel, and Semmel in 1974. The R&D involves four steps (4D): define, design, develop, and disseminate, focusing on developing learning materials (Thiagarajan et al., 1974). In Indonesia, the 4D of R&D has been used to create feasible, practical, and effective learning materials (Mahesti et al., 2023; Permana et al., 2019; Rachmawati et al., 2019; Susanti et al., 2022; Wijaya et al., 2021).

In the define phase, we conducted a needs analysis across six schools in Bangka. Then, in the design phase, we developed the prototype of a digital textbook, incorporating the local wisdom of *Tong Ngin Fan Ngin Jit Jong* through a role-playing model. During the development phase, we evaluated the textbook based on the feasibility, practicality, and effectiveness. The feasibility was assessed through expert validation of the media, language, and content, while practicality was evaluated by history teachers at the corresponding schools. The validity and reliability of the tolerance attitude were evaluated using Rasch modeling to obtain psychometric attributes, including unidimensional tests, Cronbach's alpha index reliability, person reliability, person separation, item reliability, and item separation. A limited trial was conducted in two schools using a one-shot case study design, and an extended trial was carried out in three schools using a one-group pre-test post-test design. In the dissemination phase, we conducted a quasi-experimental study in three schools using a non-equivalent control group to examine the impact of the digital textbook on students' tolerance in

Table 1. Location and School Distribution

Location	Limited Trial (One Shot Case Study) Post Test Only	Extended Trial (One-Group Pre-Test Post-Test Design)	Dissemination Trial (Non-equivalent control group design)
Rural school	School A (Experiment)	School C (Experiment)	School F (experiment & control)
Suburban school		School D (Experiment)	School G (experiment & control)
Urban school	School B (Experiment)	School E (Experiment)	School H (experiment & control)

both experimental and control classes. All limited and extended trials, as well as the dissemination, were conducted based on school locations categorized as urban, suburban, and rural. The following section presents the detailed distribution and hypothesis design.

At this stage, we tested the following hypotheses, H0 : There is no significant difference in improved tolerance attitude among students.mH1: There is a significant difference in improved tolerance attitude among students.

The data analysis techniques employed in this study include inferential statistics, specifically independent sample t-tests, paired sample t-tests, paired sample correlation (effect size), one-way ANOVA, two-way ANOVA, and post hoc Duncan tests. The Parametric inferential statistics require all data to be categorized into intervals or ratios (Kuzon et al., 1996), and the results of behavior questionnaires are ordinal data (Wright, 1977). Therefore, we converted the ordinal data into interval scales using the Rasch model (Bond & Fox, 2007; Wright, 1977), then conducted inferential statistical analysis.



Figure 1. Screenshots of the cover and some front pages, with texts and videos

RESULTS AND DISCUSSION

Need Analysis

We conducted direct observations and interviews with the history teachers in Bangka in August 2023 to collect data for need analysis. The findings revealed that high schools in Bangka primarily relied on government-issued textbooks and modules created during the subject teachers' meetings (MGMP). Teachers perceived these materials as conventional, lacking student engagement, and inadequate for differentiated or locally integrated learning (HY, interview, 12 August 2023). The history curriculum often emphasized national narratives while neglecting local contexts, so students were unable to connect history lessons to their everyday lives (AF, interview, 20 August 2023).

Some teachers demonstrated limited understanding of local values, including *Tong Ngin Fan Ngin Jit Jong*, which created challenges in delivering contextual history lessons and fostering attitudes of tolerance (JN, interview, 21 August 2023; AF, interview, 20 August 2023; FS, interview, August 13, 2023). Lack of proper training in developing local wisdom-based learning materials led teachers to focus on one-way instruction with minimal discussion in history classes, leaving little room for active learning opportunities such as student projects, case studies, or role-playing (SY, interview, August 14, 2023). Observations revealed that students benefit from learning about relatable topics, including the local history of Bangka, where tolerance stands as the core value in the multiethnic community (SY, interview, August 14, 2023). Based on these findings, we were certain that equipping history teachers and students with a digital textbook illustrating *Tong Ngin Fan Ngin Jit Jong* and the multicultural dynamics, which facilitated role-play-based learning, was essential to foster tolerance among the younger generation in Bangka Belitung (RM, interview, August 15, 2023).

Product Prototype

The initial prototype was created with a simple design in Microsoft Word, featuring narrative text, images, and links to videos on external platforms, and internal researchers gave valuable feedback that helped improve the overall structure of the digital textbook. The basic design was then developed using the Canva application in conjunction with Heyzine PDF Flipbook, which allowed us to add text, audio, and video. However, this version had plain text and limited animation options, so experts recommended further improvements. The final prototype refined the digital textbook in HTML5 format, accessible at https://online.fliphtml5.com/taynh/hlkg/, with upgrades that included animated text, inter-page animations, audio, and video features (Figure 1). In addition, we developed a history teaching module as a reference for the digital textbook, following the guidelines for independent learning; it contains the cover page, learning objectives, syllabus, and evaluations.

Product Feasibility and Practicality

The final version of the digital textbook was then subjected to feasibility and practicality tests by experts to uncover areas for improvement. First, Bangka's local history and the motto "*Tong Ngin Fan Ngin Jit Jong*" should be connected to national dynamics to help students understand the relationship between local history and Indonesian history as a whole. Second, the teacher's guide for the role play needed elaboration on the duration, role-play scenarios, and evaluation methods. Third, the narration and historical facts should cite primary and secondary sources to validate them and encourage students' cultural understanding of historical narratives. For instance, descriptions of local figures or historical events should cite the source, be it historical records, interviews, or cultural documentation. Then, regarding the contents, the topics of direct presidential elections and regional elections should explain the differences and include one in 2024 as the first simultaneous election. Finally, the digital textbook could enhance students' knowledge by comparing local values in Bangka with global practices and those of other multicultural communities.

The media display of the digital textbook was generally well-received but needed some improvement. The cover page, and the rest of the book, should use brighter colors featuring ethnic-specific hues combined with high-contrast colors (e.g., red). The cover page should contain important disclaimers and messages, not be blank. Then, using fonts with different types and colors would make the book more attractive and user-friendly. The use of layouts, figures, and animations is essential for engaging readers, but they should be more inclusive and strategically placed to avoid repetition and reader boredom. Inserting Google Drive links could help connect students with unique local traditions. The menu layout is useful, but it should incorporate relevant symbols from various ethnic groups, such as the Chinese community in Bangka Belitung. Navigation buttons must be clearly visible and user-friendly across different devices, such as laptops and smartphones. Lastly, digital textbooks should include pre-reviewed original audio and visual materials to ensure accessibility across multiple devices, particularly smartphones.

Linguistic experts had a positive perception of the digital textbook. Some suggestions included a glossary of local jargon, less use of the passive voice, and more inclusive use of local dialects in the narration to cater to students from diverse ethnic and cultural backgrounds. The use of foreign terms and loanwords, like "role-playing," should be italicized and paired with the Indonesian equivalents. The use of local jargon, such as "*Tong Ngin Fan Ngin Jit Jong*," should be emphasized to help students grasp its importance in promoting tolerance.

In the practicality test involving three history teachers from different public schools, the digital textbook proved to be practical. However, some teachers reminded us that some schools have limited internet access, so a PDF format is advisable for offline learning. Others wanted the digital textbook available on mobile devices, such as smartphones.

Product Effectiveness

Product effectiveness was evaluated in urban, suburban, and rural schools across four phases: a limited trial, an extended trial, dissemination, and further analysis (Table 2). The statistical results were consistent across all phases and showed that the *Tong Ngin Fan Ngin Jit Jong* digital history book had a more optimal impact on students in rural and suburban schools than in urban schools. In the limited trial at School A (rural) and School B (urban), unpaired and paired t-tests showed significant differences between schools ($p = 0.012$), with effect sizes of 97.1% for School A and 75.9% for School B, indicating a greater impact in the rural school. In the extended trial at School C (rural), School D (suburban), and School E (urban), ANOVA, Duncan's post hoc test, and paired t-tests again showed significant differences ($p = 0.045$). The urban school had the higher mean score, but the rural school recorded the largest increase, with effect sizes of 96.1% for School C and 95.9% for School E, so the textbook became increasingly effective in rural schools.

In the dissemination phase, unpaired t-tests compared experimental and control classes in three schools. At School F (rural) and School G (suburban), the experimental classes significantly outperformed the control classes ($p = 0.000$), which shows that the textbook was effective in rural schools and relatively effective in suburban schools. At School H (urban), the difference was not significant ($p = 0.105$), meaning that the control class was equally effective and that the textbook added less in the urban setting. In the further analysis, two-way ANOVA, one-way ANOVA, and Duncan's post hoc test with school location as the factor ($p = 0.000$) showed a significant interaction between location and school. Rural schools had higher mean scores than urban and suburban schools.

Taken together, these findings show that the effectiveness of the digital textbook is not situational but systematically shaped by the school environ-

Table 2. Matrix of The Main Findings and The Consistent Patterns of the Results

Phase	School/ Location	Statistical test	Significant results	Main Findings	Consistent pattern
Limited Trial	School A (Rural) & B (Urban)	Unpaired t-tests. Paired t-tests.	Sig 0.012; Effect Size A=97.1%, B=75.9%	Differences were evident across school, with a greater impact in rural areas.	More effective in rural schools
Extended Trial	School C (Rural), D (Suburban), & E (Urban)	ANOVA test Duncan post-Hoc Test. Paired t-tests	Sig 0.045; Effect Size C=96.1%, E=95.9%	The urban mean value was higher but rural areas had the highest increase.	Increasingly effective in rural schools
Dissemination	School F (Rural)	unpaired t	Sig 0.000	Experimental class outweighed the control class	Effective in rural schools
	School G (Suburban)	unpaired t	Sig 0.000	Experimental class outweighed the control class	Relatively effective in suburban schools
	School H (Urban)	unpaired t	Sig 0.105	Non-significant, control is equally effective	Less effective in urban schools
Further Analysis	6 schools (Rural–Urban)	Two Way ANOVA. One Way ANOVA. Uji post hoc ANOVA Duncan 6 SMAN with location factor.	Sig 0.000	A significant interaction between location and school (intercept) Rural schools have higher mean values than urban and suburban schools.	Consistent: Effective in rural schools

ment, which strengthens the consistency and validity of the results. Although urban schools had a higher average tolerance attitude, the incremental effect of the textbook there was relatively lower and, in some phases, not statistically significant.

Impacts of Digital Learning

Interactive features in digital learning are essential to enhance student engagement and learning outcomes. Simulated interactions between Chinese and Malay people in Bangka during religious holidays, along with videos of intolerance cases in Bangka, encourage students' respectful attitudes towards people from different ethnic groups and religions. The animated texts and multimedia features in colorful pages engage students to read more, whereas digital simulations enable students to verify their answers or give feedback, thus fostering a more reflective and effective learning experience.

In addition, we composed a thematic jingle entitled "*Tong Ngin Fan Ngin Jit Jong*," available at https://www.youtube.com/watch?v=o0P4OaGnZvQ. The lyric encourages harmonious living between the Chinese and Malay communities in Bangka Belitung. The music video showcases the compilation of photo documentation capturing socio-cultural activities between Malay and Chinese descendants in Bangka. This creative musical art is expected to help students reflect on the lessons at the end of history class and raise awareness that learning media can be aesthetic, inspirational, and contextually relevant. It has been reported that game-based quizzes, online discussion forums, and other interactive activities promote personal and group engagement with classroom topics (Hasibuan et al., 2023), and enhance critical thinking, encouraging students to share ideas while developing essential social skills, such as empathy and effective communication (Nugroho & Widodo, 2023). Interactive digital media can personalize learning sessions to suit different styles, such as visual or kinesthetic learning (Pratiwi et al., 2022), allowing students to learn more flexibly based on their interests and ultimately enhancing their mastery of the materials.

Students' experience aligns with a constructivist approach, which holds that direct experience is significant in acquiring knowledge; educational content should include activities that promote social interaction among students. Design quality and

user-friendliness are essential for creating equitable access to digital learning, ensuring easy navigation, intuitive visuals, and fast response times (Amirullah et al., 2025). From an educational psychology perspective, students' engagement in the learning process is influenced by cognitive, affective, and behavioral factors. Easily accessible and comprehensible materials impact students' cognitive abilities, while attractive displays and interactive elements affect their emotional engagement, and interactive activities encourage positive behaviors (Sulistyowati & Asriati, 2024).

In the context of history learning, Rekan et al. (2025) found that the multimedia features of Nearpod (audio, video, and interactive questions) improved trainee teachers' concentration and comprehension of Islamic educational history and fostered a deeper emotional connection with the past, so the subject no longer felt like rote memorization.

Impact of Introducing *Tong Ngin Fan Ngin Jit Jong* on Learning Process

Bangka's *Tong Ngin Fan Ngin Jit Jong* fosters a culture of harmony and tolerance within the community. Following Bangka Belitung's separation from South Sumatra Province in the early 2000s, the community needs collaboration, togetherness, and mutual respect to exist and flourish in the region. Incorporating these values into history lessons can equip the younger generation with a deeper understanding of social dynamics in the past and present, as shown in earlier work that used local historical relics to teach multiculturalism in Northern Java (Suharso et al., 2020).This approach aligns with constructivism theory, which highlights the importance of linking past experiences with new ones (Junaidi, 2023; Vygotsky, 1978).

Incorporating local wisdom, *Tong Ngin Fan Ngin Jit Jong,* into history education makes the learning process more meaningful, reflective, and applicable, and similar local-wisdom-based history education has been reported to strengthen students' cultural identity (Wijayanti et al., 2025). Students in our research acknowledged that they began to become familiar with *Tong Ngin Fan and Ngin Jit Jong's* wisdom, which was unbeknownst to them at the beginning of the lessons. The digital textbook raised students' awareness of the tolerance and harmonious living that they actually observe in daily life but are not fully internalized and discussed in formal education. From a symbolic interactionism perspective, students come to understand cultural symbols through social interaction and internalize *Tong Ngin Fan Ngin Jit Jong* values through conversations with their teachers and classmates (Nabila, 2026). They became aware of the social practices and local traditions where Chinese and Malay people mingle, such as *Cap Go Meh, Ceng Beng, and barongsai.* They realized that when Chinese, Malay, and other ethnic groups visit one another during the Chinese New Year, Eid Al Fitr, and other religious holidays, it demonstrates multicultural, multifaith tolerance in Bangka Belitung. This finding aligns with recent research indicating that interactions between Chinese and Malay communities in Bangka rely on cultural symbols that promote harmonious social relations (Yuliarni et al., 2024).

In a multicultural classroom, discussing these real-life examples can help students grasp the practical application of tolerance (Blumer, 1986). At the end of the history class, the teacher helped students reflect on their community experiences and internalize a more personal and profound understanding of *Tong Ngin Fan Ngin Jit Jong*. In this way, students shape their identities (Mead, 2014), deepen their understanding of local history in Bangka Belitung, and learn the values of tolerance (Pratiwi et al., 2022). Also, it fosters character development through social involvement and relevant experiences (Buana & Arisona, 2022), incorporating students' cultural experiences into the learning process enhances teachers' relationships with their students. This makes lessons more relatable and encourages active participation from students of varied backgrounds without making them feel inferior to their peers. In terms of socio-cultural content, the digital textbook encourages them to analyze social values more deeply and relate them to their daily lives (Vygotsky, 1978), incorporating students' cultural experiences into the learning process enhances teachers' relationships with their students. This makes lessons more relatable and encourages active participation from students of varied backgrounds without making them feel inferior to their peers.

In terms of socio-cultural content, the digital textbook encourages to analyze social values more deeply and relate them to their daily lives (Nugroho & Widodo, 2023). A digital textbook that incorporates local wisdom offers an enjoyable learning experience, motivating students to grasp the material (Putra & Hasanah, 2023).

Effectiveness of Role Playing Model in History Learning

This study implements a role-playing model in history class for 12th-grade students across six public high schools in Bangka. The role-playing model

reenacts significant historical events, such as the Reformation era, general elections, and religious celebrations such as Chinese New Year and Eid al-Fitr in Indonesia, specifically in Bangka Belitung. Students take turns acting as public figures in those scenes and practice.

Role-playing has been reported to benefit students in many ways. First, it helps students memorize facts easier and grasp the social and emotional dynamics behind these events (Levstik & Barton, 2022). In our study, by embodying historical figures, students gain insights into the reasons behind their choices and the consequences of their actions. This approach makes history lessons more engaging, relevant, and impactful. The role-play centred on *Tong Ngin Fan Ngin Jit Jong* helps students reflect on the harmonious interactions between Chinese and Malay cultures in Bangka Belitung. Secondly, role-playing enhances students' social skills in real life as they step into the roles of various characters in specific social situations. This learning method effectively promotes empathy and broadens understanding of different perspectives (Joyce & Weil, 2018). From a creative perspective, acting out a role can boost students' self-confidence and prepare them to navigate real-life dynamics and interactions in Bangka Belitung, and beyond. As students embrace their roles within a multicultural community, they learn to practice tolerance, engage in intercultural dialogue, and foster partnerships in their everyday lives. This method aligns with symbolic interactionism, which suggests that meaning and identity are formed through social interactions (Blumer, 1986), making role-playing a valuable tool in a diverse learning environment. This approach resonates with constructivist principles, where meaningful learning occurs when lessons relate directly to students' social experiences (Piaget & Cook, 1952).

Thirdly, role-playing promotes students' critical thinking by encouraging them to evaluate issues from multiple perspectives and to better understand complex social matters. This skill is essential not only in academic settings but also in broader social contexts, where students must make ethical decisions, particularly in moral dilemmas. For instance, when students engage in role-playing scenarios related to social discrimination, they can fully appreciate the negative consequences of their choices and the importance of promoting social justice (Kohlberg, 1981). In summary, role-playing serves as an effective means of instilling moral values and ethics into students' behavior.

In public high schools in Bangka, incorporating role-playing into history classes has been shown to effectively foster students' tolerance when combined with the local wisdom of *Tong Ngin Fan Ngin Jit Jong*. Students participate in active, contextual, and collaborative learning, which enhances their ability to both acquire and create knowledge. This approach makes the learning process more enjoyable and meaningful, helping to shape students into communicative, tolerant, and collaborative members of their communities while also nurturing a sense of patriotism in a multicultural society.

Impact of Demographics and Locations on Learning Process

The impact of demographics and locations on this learning process is significant. Our post hoc Duncan analysis revealed that digital history textbooks have a more pronounced effect in rural schools than in suburban or urban schools, largely due to student demographics. Urban schools in Bangka typically feature diverse student bodies from various ethnic backgrounds, predominantly Malay and Chinese, and a mix of religious beliefs, including Islam, Christianity, and Buddhism. Students are already familiar with multicultural, multireligious interactions, so the digital textbook does not substantially affect their tolerance levels. This is reflected in our findings, in which the control class at School H showed no significant differences from the experimental class.

In contrast, rural schools in Bangka primarily consist of Islamic Malay students. Role-playing helps students, particularly those with limited exposure to people from different backgrounds, to engage more reflectively with multicultural interactions. These students become more open and enthusiastic when portraying individuals from opposing cultural perspectives. The simulated interactions between Chinese and Malay individuals during Chinese New Year embody the essence of *Tong Ngin Fan Ngin Jit Jong* and give a concrete experience that students may not encounter in their daily school lives. The results are a meaningful and impactful learning process that enhances students' tolerance.

During the dissemination phase, we identified that infrastructure and demography play a crucial role in the successful introduction of digital history textbooks. Limited internet access in suburban and rural areas presents challenges for digital learning, so providing textbooks in PDF format can help address this issue and facilitate access. Wang dan Hannafin (2005) noted that the success of inte-

grating technology into education heavily depends on the availability of adequate infrastructure. Analysis of the students' demographics showed that this textbook had the most impact on homogeneous schools, where students have little to no exposure to cultural diversity. It allows them to engage in direct intercultural experiences through role-playing, which traditional schooling often cannot provide.

The findings of this study demonstrate that integrating *Tong Ngin Fan Ngin Jit Jong* values into an interactive, role-playing digital book not only drives product innovation but also repositions multicultural history learning as a contextual and transformative pedagogical practice. Theoretically, this study affirms local wisdom as the epistemic foundation of tolerance education, transcending transcending the dominant narrative-cognitive approach to history (Saefudin et al., 2023). Methodologically, the synthesis of the 4D R&D model, participatory strategies, and statistical analysis-based effectiveness testing offers a replicable and evidence-based rural framework. In practice, this product, proven valid, practical, and effective, is relevant to SDG 10 (Reduce Inequalities), particularly in promoting social inclusion and reducing discrimination through learning that values diversity.

However, the context of this study is limited to high schools in Bangka, thus hindering the research generalizability. Future research can conduct cross-regional replication, longitudinal studies, and and more systemic integration into school curricula and policies, considering that teachers' autonomy in lesson planning varies across school contexts (Saefudin et al., 2024). This position resonates with Nasution et al. (2026), who argue that historically rooted educational traditions can adapt to digital technology while maintaining their pedagogical identity.

CONCLUSION

The integration of the local wisdom, *Tong Ngin Fan Ngin Jit Jong*, into a digital interactive textbook is effective for teaching history, social values, and tolerance to high school students in Bangka Belitung. Built in the 4D (define, design, develop, disseminate) instructional design model, the textbook featured colorful pages, user-friendly navigation, and various audio-visuals to engage students in role-play learning. Upon validations by experts through multiple revisions, the textbook was subjected to statistical analysis to assess validity, reliability, and effectiveness. The results indicated that the digital textbook is both feasible and practical for history learning. Initial and extended trials of the textbooks in eight high schools in Bangka showed an increase in students' tolerance. Further analysis suggests that the textbook is particularly effective for students in rural areas compared to their urban counterparts. This research contributed both theoretical insights into tolerance and local wisdom in the diverse community of Bangka Belitung and a practical tool in the form of interactive digital media to teach history imbued with the socio-cultural values of unity in diversity. In addition, this study positions *Tong Ngin Fan Ngin Jit Jong* as a pedagogical foundation to shape tolerance. The novelty of this study lies in the creation of an interactive digital textbook with role-playing materials for schools, as well as a musical jingle with the same title, as learning media to strengthen social inclusion. In the long run, this effort can narrow the social gap to achieve the SDG 10 target.

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