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Implementation of multicultural education values in the learning process in grade V elementary school

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ABSTRACT

Indonesia is a country that has a wide range of diversity in language, religion, culture, ethnicity, and customs. Diversity can trigger differences that have a negative impact, if not balanced with tolerance. Tolerance must be introduced early so that students have character values that can provide for the future. This research aims to analyze the role of teachers in applying the value of multicultural education in the learning process and the importance of instilling the value of multicultural education in students. The research method used is the descriptive qualitative method. The data collection techniques used were observation, interview, and documentation until triangulation. The data analysis technique used refers to the Miles & Huberman theory, namely with the stages of data collection, data reduction, data presentation, and conclusions/verification. The results of this study show that the implementation of multicultural education values can be done through habituation activities of character values in students that are arranged in the teacher's strategy.



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Introduction

Indonesia is synonymous with an archipelago that has different characteristics in each region. These differences make Indonesia a multicultural country that has a variety of languages, religions, races, cultures, tribes, customs, and socio-economics (Nur Latifah et al., 2021; Suharsono, 2024). By applying the motto *Bhineka Tunggal Ika*, which means different but still one, the Indonesian people can accept, respect, and appreciate these differences. Every human being certainly has differences, both physical, ways of thinking, attitudes, backgrounds, and so on. These differences can lead to problems. As is the case with students in elementary school who have a childish attitude in behavior and thinking. This attitude is in the form of selfishness, indifference, and irresponsibility. This makes it necessary to apply an attitude of tolerance. An attitude of tolerance to maintain and inherit the diversity that exists in Indonesia needs to be applied from an early age through education (Nanggala, 2020; Purnama, 2021).

Education is a very important aspect of human life to develop and improve ourselves, both in terms of personality, skills, and knowledge. In the world of education, students are not only focused on learning about the knowledge provided by the teacher but also trained and accustomed to understanding norms, values, and good attitudes (Aeni & Astuti, 2020; Anggraeni et al., 2022). Education has the aim of changing all the bad habits that exist in ourselves into good habits, which occur throughout life, with the hope of improving the quality of ourselves to become individuals who can compete and answer various challenges in the future. Multicultural

education is education that is used as a bridge to educate students so that they know about the diversity that exists in Indonesia in shaping a culture of life, social experience, personal identity, noble character, intelligence, and skills for themselves, society, and the state (Hermanto et al., 2021; Soebardji & Isroyati, 2020). Multicultural education is often referred to as multicultural education, which teaches policies in the form of recognizing, accepting, appreciating, and respecting individual backgrounds or others. This makes multicultural education necessary to be included in learning activities.

Multicultural education includes character values that need to be taught to students. These values are tolerance, religion, honesty, responsibility, democracy, and caring. Knowledge and awareness of multicultural values through education have a real impact on a broad life in the future. The reason for the importance of instilling multicultural values in schools is the lack of awareness in applying culture, respect, and tolerance among students and teachers, or fellow friends (Hutagalung & Ramadan, 2022; Shabartini et al., 2023). Diversity is not only in the community but also in the school or classroom (Mumtahanah, 2020). Unity and diversity are inseparable, as well as the educational process that cannot be separated from the role of teachers as counselors for students. Multicultural education does not stand alone but is incorporated into the learning process, where multicultural values are inserted into subjects with the hope that students have awareness, ability, behavior, togetherness, and tolerance (Maolia et al., 2020).

Teachers have an important role as intermediaries to convey and give examples related to the spread of multicultural values to build a good personality for students. Multicultural-based learning in practice is a social integration effort where teachers strategize in the teaching and learning process so that what is delivered can be accepted by students (Alfulaila et al., 2019; Qondias et al., 2022). Here, teachers are expected to play an active role as developers of multicultural values. Teachers are indirectly required to be skilled, creative, and have interesting ideas in controlling students' social behavior in a life of diversity (Wahyono et al., 2022; Wei et al., 2022). The most important task of teachers is to provide space to facilitate the implementation of multicultural education values. Teachers can provide facilities in which there are various styles of learning processes to develop awareness of diversity (Alfulaila et al., 2019; Hasyda et al., 2023). The facilities provided by the teacher have a purpose so that students can understand and apply the knowledge conveyed.

Various strategies need to be applied by teachers so that the implementation of multicultural education values can be accepted and applied by students. Planting character values that are not taught through habituation activities in everyday life will be useless. Students only know the knowledge taught, but cannot apply it in real life. Based on the results of observations and interviews with fifth-grade teachers of SD Negeri Tawang 01, information was obtained that teachers in implementing multicultural values were still not optimal. Students' characters need to be formed and developed early on through education, especially in elementary schools. Multicultural education that does not stand alone makes its application not optimal and when learning is more inclined to other subject matter. Teacher creativity in managing the classroom is needed to develop teacher success in overcoming various obstacles experienced.

The difference between the findings of this research and the previous research is that the previous research was conducted in the scope of the school and the importance of teacher professionals in applying the value of multicultural education is still not visible. While this research is more focused on the scope of the classroom teacher professionals are more shown in applying the value of multicultural education. The concept of multicultural education values can form a generation that can live in a heterogeneous society and respect each other (Shabartini et al., 2023). The learning process based on multicultural education is important to be instilled in the world of education and to be considered in the future learning process (Putri Praswanti et al., 2023). Teachers need to take various actions to maintain peace by accommodating students' multicultural values (Muhamad Pilus & Nguyen, 2023). The purpose of this study is to analyze the role of teachers in applying multicultural education values in the learning process and the importance of instilling multicultural education values in students.

Method

This research uses a qualitative approach with a descriptive method with a study conducted to determine the implementation of multicultural education values in the classroom learning process. Qualitative research is research that aims to understand the phenomena experienced by research subjects such as behavior, perception, motivation, action, and so on to analyze the facts found. The main data sources of this research are fifth-grade students and other sources from class teachers and principals. The data collection methods used in this research are observation, interview, and documentation. The observation process was carried out to observe and collect data directly in the field. The interview process was conducted for the research subjects to seek information. Documentation is taken to complete the data needed. The technique used in this research is the Miles &

Huberman model analysis technique. The Miles & Huberman analysis technique is interactive and lasts until it is complete and the data is valid (Sugiyono, 2019). Data analysis techniques are carried out in four stages, namely data collection, data reduction, data presentation, and conclusions. Data collected during the research through interviews, observations, and documentation were then analyzed to obtain simpler data and focus on one problem. All data that has been reduced is then presented in the form of narrative text to make it easier to understand the data problems that have been obtained and draw conclusions.

Results and Discussions

This study aims to describe the role of teachers in applying multicultural education values in the learning process and the importance of instilling multicultural education values in elementary school students. Through observations, interviews, and documentation on the implementation of multicultural education in the fifth grade of SD Negeri Tawang 1, activities that reflect multicultural values are obtained. Teachers implement the value of multicultural education by doing habituation in the learning process and self-development activities carried out at school. The activities are in the form of activities in the classroom and outside the classroom.

Application of Multicultural Values in The Classroom

In the habituation activities in the classroom that apply multicultural values, namely the activity of memorizing juz 30, where the activities are carried out together. There is a class discipline that is used so that students obey and take responsibility for existing rules. In addition to these activities, there are other activities, such as singing folk songs before going home from school. Then check the cleanliness and readiness of students. Before learning takes place, students are asked to check the garbage around their respective benches and the teacher checks the completeness of the students. Other activities such as literacy activities where students are asked to retell what they have read in front of their friends. In the learning process to implement multicultural values, the teacher applies group work. Teachers divide groups in various ways such as dividing groups using the absent order method, counting method, lottery method, and heterogeneous groups. With these various methods, of course, in one group there are different characters and abilities of students. Group activities teach students not to discriminate against fellow friends in any way. Group work also indirectly implements multicultural values to students such as respect, responsibility, discipline, and cooperation.

Application of multicultural values outside the classroom

In the habituation activities to instill multicultural values outside the classroom, there are asmaul-husna activities carried out together in the schoolyard. In addition, there are also other activities that apply multicultural values, such as every Friday the holding of infak activities where these activities are teaching students to have a sense of sharing and caring. On Fridays there is also a healthy Friday or clean Friday activity which is carried out together in the morning before learning begins. Outside of learning activities, teachers also habituate students about religion in the form of activities to carry out dhuha prayers before the first break. Extracurricular activities such as scouts, volleyball, and drum band can also apply multicultural values. In drum band extracurricular activities, students are taught to play musical instruments with folk songs. These activities can teach students to have a good personality, responsibility, cooperation, discipline, confidence, and independence, train the soul of a leader, and improve students' physical abilities. In addition to extracurricular activities, students are also taught dancing, singing, and drawing activities. Through these activities, students can develop their imagination and train their memory. Activities to implement multicultural values outside the classroom are more often carried out in preparation for competitions.

In this study, researchers found data on multicultural values that are less visible in fifth-grade students of SD Negeri Tawang 01 in the aspects of tolerance, care, and responsibility. The value of multicultural education in the aspect of tolerance value in students is still lacking, it can be seen when they do not want to accept their friends' opinions and are selfish. During the group learning process, students have to exchange opinions to complete the task and there are students who choose friends in group activities. There is an attitude of students who have not been able to respect friends and teachers. When the teacher explains the material being taught or there is one student who is expressing his opinion, other students are busy on their own, disturbing other friends and not paying attention to what the teacher or his friend is saying. The lack of value in the caring aspect can be seen when there are students who still litter, and are not sensitive when there are friends or teachers who need help. When the teacher gives assignments, there are still students who lack an attitude of responsibility, such as not completing the assignments given by the teacher and not obeying the existing rules.

The results of the data in this study were also obtained by interviewing Mrs. Nurgati the principal of SD Negeri Tawang 1 and Mrs. Roqimah a fifth-grade teacher. This interview was conducted in relation to the implementation of multicultural values.

Table 1. Principal Interview Results

Question Aspect	Answer/Conclusion
What is your role as a principal in implementing multicultural values?	My role as principal in implementing multicultural values is to strengthen the professional competence of teachers at SD Negeri Tawang 1 in order to carry out their duties as teachers so that what is taught is right on target and can be accepted by students.
What do you do to improve the implementation of multicultural values at school?	The way I do this is by coordinating teachers to be more compact, creative, and disciplined in teaching multicultural values to students. Giving instructions to junior teachers who are more creative in the field of technology to help senior teachers make technology-based media a medium for applying multicultural values. Organizing activities and participating in competitions that reflect multicultural values such as work titles, dancing competitions, singing, qiroah, and others
What are the obstacles experienced by teachers in implementing multicultural values?	I think every teacher must have obstacles in teaching knowledge to students. The same applies to teaching multicultural values. All teachers can provide motivation and arakah but there are teachers who are not necessarily able to provide examples and teach them. Like teaching about dancing and playing musical instruments. Therefore, I also try to motivate teachers to be more active and creative so that they become professional teachers.

From Table 1, it can be seen that the principal of SD Negeri Tawang 1 has tried to apply multicultural values to be conveyed by students through class teachers and several activities. Motivating teachers to be more active, creative, and innovative so that the knowledge taught can be accepted and understood by students.

Table 2. Interview Results of Class V Teacher

Question Aspect	Answer/Conclusion
What do you know about multicultural education in schools?	Multicultural education that I know is education that teaches about the existence of diversity that must be accepted and respected in every difference that exists. These differences can be in the form of race, religion, language, customs, and social class. The purpose of multicultural education is so that there is no discrimination against each other.
What do you think about the application of multicultural education values for students?	I think the application of multicultural education values is very important. The application of multicultural values can make students' personalities better, both in the form of attitudes and thoughts. The values taught are also a provision for students for real life in the future.
What activities do students do as a real form of applying multicultural values?	Activities carried out by students in applying multicultural values in the classroom are the activities of singing folk songs before going home from school, doing dhuha prayers together, and work title activities in the form of displaying student creativity. The creativity displayed includes dancing, singing, and making crafts
What simple activities do you implement to apply multicultural values in class V?	A simple activity that I do in implementing multicultural values is checking students' readiness before learning. This readiness is in the form of readiness for classroom conditions and students themselves. Teach the attitude of responsibility, respect, and honesty through an event to be used as a lesson and experience.

Table 2 shows that applying multicultural values to students is very important to serve as a provision in real life. Teachers teach multicultural values through various activities, both activities to improve students' skills and attitudes. From the observations and interviews that have been conducted by researchers, teachers have been seen implementing multicultural values in class V students in the learning process. Activities outside the

classroom are also used by teachers as a means to make implementing multicultural education values more fun. In the world of education, a teacher means *digugu* and *imitated*. *Digugu* means trusted or obeyed from his words that can be accounted for. *Imitated* means that a teacher must be followed both from his words and actions. Teachers must have character and give good examples to be used as role models for students. Teachers should be able to inspire students from small things such as teaching students to keep the class clean, obey the rules, and be polite.

Teacher Difficulties in Implementing Multicultural Education Values in the Learning Process

In carrying out learning objectives, of course, there are obstacles in the process. Likewise, with the implementation of multicultural values in students. Teachers get various obstacles based on the various character differences that students have. Family, school, and community environments can also affect student development. The results of the research conducted in class V show that the obstacles faced by teachers in implementing the value of multicultural education in the learning process are the different backgrounds of students. The differences in students make teachers must be able to understand each individual so that teachers can provide suitable treatment and services. Teacher difficulties in controlling student behavior. During the learning process, teachers often reprimand students who disturb their friends, play alone, and do not pay attention to what is being said. Teachers still have difficulties in managing student discipline and responsibility. Some students are still seen violating the rules and have not been responsible such as not carrying out picket lines, being late for class, and leaving class without permission.

Multicultural education that does not stand alone is also a challenge for teachers. Teachers must know how to position the application of multicultural values into the learning process in the subjects. In inserting the value of multicultural education, it is necessary to consider whether it is in line with the subjects used as inserts or not. The lack of supporting infrastructure such as the media used is also an obstacle for teachers. Teachers are required to be technology literate, and they must be able to understand, use, and participate in technological developments used in the learning process. The use of technology in the learning process makes it more effective and efficient. By using technology media students are also more interested in the features and can help improve understanding. In using technology teachers must also use media that are concrete and linked to everyday life. Thus, teachers need to choose and combine various learning methods so that the desired goals are achieved.

Knowledge needs to be possessed by everyone. Likewise, good character must be instilled in students through learning. Through the process of learning and experience can change attitudes, behaviour, and knowledge from before. The learning process is not only obtained in the world of education but also in the family environment and the community. The family environment is the main place where students learn about customs and ethics (Hutagalung & Ramadan, 2022). Before knowing the school level, children need to be taught in relation to multicultural values such as respect, love, care, and introduced to religion. When children have entered the school level and meet other people who have different characters they can understand a little. In the family environment, not all children get guidance from their parents who are busy. The role of the teacher is needed as a substitute for his parents and educates students in shaping good character.

Teacher's Role in Implementing Multicultural Education Values

Teachers in the school environment are used as intermediaries in obtaining knowledge, as well as parents and community members. Therefore, there needs to be support and cooperation from teachers, parents, and the community to make students who have good quality and character. Education not only teaches about science but also must give students character (Maylitha et al., 2024). Teachers have many roles in learning activities (Istiqomah Rahmawati et al., 2021). The quality of teachers in teaching is seen by how professional they are in management (Sapdi, 2023). Managing the teacher's class must know the needs of students. In managing the class has the duties and responsibilities to educate, guide, teach, direct, assess, and evaluate students (Rachmadtullah et al., 2020).

Carrying out the role of an educator, teachers must have competence, both personality, pedagogic, social, and professional competencies. With these competencies, teachers can achieve quality standards in teaching. Quality standards are intended when teachers succeed in developing and changing students' knowledge and behavior from before (Suastika et al., 2021). In the world of education, teachers are also facilitators in the form of creating space for every student who has differences (Mulyana, 2024). Through learning activities, students need to be directed, accompanied, and given examples of behavior. Teaching students about social attitudes must be linked to everyday life which will also be useful as a provision in living in a diverse society. The role of teachers in the world of education which has the aim of developing students' knowledge and behaviour is very necessary. The contributions made by teachers have gradual changes that need to be balanced with a sense of enthusiasm, patience, responsibility, wisdom, and self-reflection (Elitasari, 2022; Eliza et al., 2022). Through teachers, students can learn various contexts of life and science. In addition to being a counselor for students, teachers must also act as friends or companions and provide a sense of comfort so that they have an open

personality. Motivation from the teacher is needed as a form of support for students so that the expected goals are achieved (Anisah & Eka Wahyu Hidayat, 2023).

There are differences in the character of students and multicultural education that do not stand alone, of course, there are obstacles in implementing multicultural values. Therefore, teachers must be creative and innovative in classroom management. There is a need for learning strategies used by teachers in developing the application of multicultural education values. In applying multicultural values to students, can be done by means of habituation activities and spontaneous activities (Hardiansyah et al., 2021). Through habituation and spontaneous activities, teachers must be more assertive, patient, and friendly in developing multicultural values. Responding to students with this attitude can make students respect others more and obey existing rules. And in that case, it does not make students think that teachers are scary. Implementing existing habituation activities also needs to be developed again with one of the social activities. Social activities can be carried out within the scope of school and outside school. Strategies that can be done so that these activities can be carried out on an ongoing basis, teachers can make daily or weekly schedules (Shinta & Ain, 2021).

Developing the cultivation of multicultural education values in teaching and learning activities can use interesting, creative, and appropriate learning media. The media can be concrete or abstract. Teachers can also use AI (Artificial Intelligence) based media. The media has its appeal that makes students not easily bored and more efficient in understanding the material. Embedding the value of multicultural education, teachers must also actively involve students in the learning process (Dewi et al., 2020). The approaches taken by teachers in learning can help students to recognize, accept, and appreciate diversity with all differences. Thus, the strategies, methods, and materials used must be further developed and linked to everyday life and the value of togetherness to teach the meaning of equality (Patras et al., 2022; Sjøen, 2023; Syahrial et al., 2019).

The Importance of Instilling Multicultural Education Values

Students have different backgrounds. These differences make them have a variety of characters. The characters that exist in students need to be developed so that their attitudes are in harmony with each other. Instilling character values in students can be done with simple activities. However, in applying it, it is also necessary to pay attention to several things such as concepts, strategies, places, and situations and conditions. The results of the conducted shows that there are still students who lack attitudes of respect, care, responsibility, empathy, and solidarity. This makes teachers apply the values of multicultural education to students. Multicultural education teaches about tolerance in diversity (Pilus & Wahab, 2023). Tolerance means appreciating, respecting, accepting, and recognizing differences in religious, social, background, opinion, and other aspects. In applying the value of multicultural education, teachers need to build interactions with students that aim to build openness and equality (Efendi et al., 2021).

Multicultural education contains the basic values of faith and piety, independence, nationality, balance and development of personality and intelligence, culture, independence, humanity, and kinship. Multicultural education teaches the various diversities that Indonesia has, including cultural diversity, ethnicity, race, religion, and customs. Multicultural education contains values that are related to everyday life. The application of multicultural education to children is to serve as their provision for the future in social life. The values of multicultural education that need to be taught to students through school culture include character values (Amelia & Ramadan, 2021; Asdiana & Batubara, 2022; Rifki et al., 2023). Through multicultural education, it essentially refers to the affective, cognitive, and psychomotor domains. The value of multicultural education teaches about understanding, remembering, applying, accepting, and adapting. In instilling multicultural values, it can develop students' character and knowledge through appreciation of the values and beliefs that exist in society.

Related to the explanation above, it shows that the application of multicultural education values in elementary schools can make students have an awareness of the diversity that exists in Indonesia. Students are taught how to respond to diversity by applying an attitude of respect and acceptance as a form of gratitude for the gifts given by God Almighty. The purpose of multicultural education itself is to develop students' attitudes, knowledge, and skills about diversity in making decisions and social actions. Multicultural education has the potential to instill sympathetic attitudes, build respect, promote appreciation, and increase and instill empathy for diversity. Multicultural education is made the main goal of lifelong learning. The existence of this education can also train students as the next generation of the nation to develop and preserve the diversity they have to be maintain.

Conclusions

Based on the data and results presented in this study, it can be concluded that the role of professional teachers is needed in implementing multicultural education values. Implementing multicultural values requires strategies and support from the school environment, family, and community. The strategy used is in the form of

habituation activities and spontaneous activities. In the strategy used, there is an approach in the form of interaction between teachers and students. The values in multicultural education can develop the affective, cognitive, and psychomotor domains of students. Through the cultivation of multicultural education values, students are expected to develop and preserve the diversity of the Indonesian nation.

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