

**Instilling Multicultural Values in History Learning at SMA N 1 Rembang**Wahyu Adya Lestariningsih<sup>1</sup>, Jayusman<sup>2</sup>, Arif Purnomo<sup>3</sup>**Abstract**

The purpose of this research is to know what multicultural values are implemented in learning history in SMA Negeri 1 Rembang, to know the implementation of multicultural values in SMA Negeri 1 Rembang, and know what constraints faced in instilling multicultural values in SMA Negeri 1 Rembang. This research type is qualitative research. Data collection techniques are observation, interview, and documentation. Data validity uses triangulation and source techniques. Data analysis uses an interactive analysis model. The research results reveal that planting multicultural values in teaching history taught in SMA Negeri 1 Rembang has been done well. The implementation of multicultural values in history learning in SMA Negeri 1 Rembang is not only taught in the classroom but also through out-of-class learning. The curriculum becomes an obstacle to instilling multicultural values in SMA Negeri 1 Rembang, and classroom learning becomes a supporting factor in implementing multicultural values.

**Keywords:** *Value, Multicultural, History Learning*

**Introduction**

"Education, according to Law No. 20 of 2003, is a conscious and planned effort to create a learning atmosphere and process that encourages students to develop their potential in religious and spiritual strength, self-control, personality, intelligence, noble morals, and skills needed for personal growth and contributing to society, the nation, and the state. This definition emphasizes the importance of a holistic educational approach that nurtures well-rounded individuals. The motto 'Bhineka Tunggal Ika,' meaning 'unity in diversity,' highlights Indonesia's pluralism, where differences coexist under one national identity. This diversity brings two simultaneous potentials: unity (integrative) and division (disintegrative) (Rahayu, 2017; Ri, 2019). Recognizing these dual potentials, society must actively promote an inclusive and harmonious environment embracing multiculturalism. Indonesia's vast diversity makes it a truly multicultural nation, where various ethnicities, religions, and cultures coexist. Therefore, multiculturalism should transcend SARA issues that often lead to perceptions of superiority. This assumption must be eliminated to build a society based on mutual respect, equality, and appreciation for the unique cultural wealth of each group. It is crucial to remember that no tribe, religion, or culture is inherently superior to another. The focus should be on promoting unity through understanding, tolerance, and appreciation of diversity, which collectively strengthen the Indonesian nation.

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Mutual respect and appreciation for others must be increased. So that disputes between tribes or between groups do not occur just because of differences of various types. If mutual respect and respect for others have grown, harmony between others will be created in daily life, and it will be easier in the life of a diverse or multicultural society. Diversity also has an impact on Indonesia. Diverse societies certainly have advantages and disadvantages in their management (Antone, 2010; Muslim, 2018).

However, with the existing diversity, Indonesia is prone to conflict compared to other countries. One of the conflicts that occurred in Indonesia was the conflict about ethnic differences that occurred in Aceh, where during the transmigration period, the transmigrant community was able to compete with the indigenous people of Aceh until finally causing the conflict. Seeing this, one of the attitudes and understandings that need to be developed in this case is multiculturalism. Multiculturalism is an understanding and perspective that emphasizes interaction by paying attention to the state of each culture, which is an entity that has equal rights (Hikam, 2015).

Therefore, in understanding multiculturalism, differences are an inevitable fact that is appreciated and respected to the same degree, so they do not consider their cultural elements more valuable than others. Unfortunately, these understandings and attitudes cannot be immediately born, but they need to be secured, inherited, and taught, one of which is through education (Wibowo, 2015, p. 86).

The author took SMA Negeri 1 Rembang as the location of his research; in this case, the students where the students come from various ethnicities that exist, and have a high tolerance, even though there is much diversity, about how teachers teach in a class that has this diversity. With this diversity, multicultural values must be developed, especially in learning history in the classroom. The author chose SMA Negeri 1 Rembang as a research site because SMA Negeri 1 Rembang is diverse and still upholds the value of tolerance among others.

Based on the findings in the field, the research title was finally taken on "Instilling Multicultural Values in History Learning at SMA Negeri 1 Rembang for the 2017/2018 Academic Year."

### **Method**

This research is a type of qualitative research. Strauss and Corbin (2003, p. 5) revealed that qualitative research methods can reveal and understand something behind a phenomenon and gain insight into something that is not yet known or little known. The use of qualitative methods in this study is to reveal and understand something behind the phenomenon and gain insight into the cultivation of multiculturalism values by history teachers in learning, knowledge, and

application of multiculturalism values by students in daily life. The location that became the research object was SMA Negeri 1 Rembang. This research focuses on how to instill multicultural values in history learning at SMA Negeri 1 Rembang. The data sources used are primary data sources and secondary data sources; primary data sources were obtained by researchers from interviews with respondents, namely curriculum wawa, class X students of MIPA 1, and history teachers of SMA Negeri 1 Rembang, while secondary data was obtained in finished form that had been processed by other parties in the form of publications, for example, documents. This study was obtained from journals regarding multicultural values, photos from observation or observation, interviews, or written sources. The photo used in this study is a personal photo of money taken by the researcher while conducting research activities at the school site.

The data collection techniques used by the researcher are observation, interviews, and documentation. The interview was addressed to the curriculum waka, the history teacher of SMA Negeri 1 Lasem, and several students of class X MIPA 1 SMA Negeri 1 Rembang. Researchers will focus on data collection using triangulation, which is divided into two ways, namely source triangulation and technique triangulation. Qualitative data analysis is carried out interactively and lasts continuously until it is complete so that the data is saturated. The data analysis techniques carried out by the researcher are as follows: First, the researcher collects data obtained from the field, then the researcher collects the data obtained from the field, then the researcher reduces the data, namely selecting, grouping, deleting unnecessary and unsupporting data, then the data is presented and concluded.

### **Results and Discussion**

SMA Negeri 1 Rembang is a reference school in Rembang Regency. The researcher took the research location of SMA Negeri 1 Rembang because SMA Negeri 1 Rembang has a multicultural background. The learning process consists of planning, learning, and evaluation. Planning is a step taken by teachers to design learning that will take place in the classroom. Evaluation or assessment is a step taken after the teacher learns in the classroom. Multicultural education can be formulated as studying the cultural diversity of human rights and reducing or eliminating various types of prejudice to build a just and peaceful society (Mahfud, 2007, p. 201). Values are an action, behavior, or process of instilling a belief within the scope of belief about something appropriate or inappropriate to be done in people's lives through the learning process (Thoha, 2000, p. 61).

Multicultural is a term used to describe a person's view of the variety of life in the world, or cultural policies that emphasize the acceptance of diversity, and various kinds of cultures (multicultural) that exist in people's lives regarding the values of the system, customs, and politics they adhere. Multiculturalism means that it deals with more than two cultures. Etymologically, the term multiculturalism comes from a combination of multicultural, cultural, and ism, which in turn means many, culture, and understanding/ideology so that in simple terms, multiculturalism can also be interpreted as an understanding/ideology or concept of multiculturalism (Soekanto, 1993, p. 342). Multicultural education emphasizes cultivating a way of life that is respectful, sincere, and tolerant of cultural diversity amid a society with a high level of plurality (Naim & Sauqi, 2008, p. 191).

The implementation of multicultural education is supported in the National Education system, Law of the Republic of Indonesia in 2003; Article 4 paragraph 1 which reads that education is organized democratically and somewhat non-discriminatory by supporting human rights, religious values, cultural values, and the plurality of the nation (National et al. Number 20 of 2003). Multicultural education is a renewal movement and the process of creating an equal educational environment for all students (Arifin, 2012, p. 74). According to James Banks, multicultural education has proven to be the most appropriate medium to talk about difficult things related to ethnicity, gender, social class, religion, sexuality, and others. After attending a multicultural education, many learners can think about diversity and related components in new ways after experiencing the course and have had the opportunity to discuss the problems at hand openly.

Cultivating multicultural values, especially in history learning, needs to be carried out in various ways, such as developing a learning model to integrate multicultural values in history learning materials. The development of a learning model based on multicultural values can be carried out through learning plans, the presentation of teaching materials, the development of learning approach methods, and the use of assessments that can encourage students to internalize multicultural values in themselves. One example is the discussion method in learning history, which can be used as one of the internalizations of multiculturalism values. Students must respect each other's differences of opinion, foster tolerance, and so on. Another example is students being given assignments that are done in groups. Group assignments require students to work together in a diverse and different environment. However, it is still necessary to develop an attitude of tolerance, good social interaction, and respect for the differences between group members who can complete the task.

In addition, the application of multiculturalism values can be done with history learning materials. History material in the classroom is not just material but also interpreted. So that students not only have cognitive intelligence but also good effective intelligence—for example, history learning materials about the interaction of Islamic, Hindu, and Buddhist cultures. The presentation of material is not just about conveying facts. The students must also be guided to interpret the events that occurred. Historically, the Indonesian nation was built on diverse ethnicities and religions. There needs to be mutual respect, tolerance, and awareness of multiculturalism. With such a situation, teachers must bring it into history learning. Students need to be taught multiculturalism to create harmony between students, minimize conflicts, and prioritize mutual respect amid the diverse conditions of the Indonesian nation.

The characteristics of multicultural education are:

- a. The goal is to form a "cultural man" and create a "cultured society" (civilized).
- b. The material teaches the noble values of humanity, national values, and values of ethnic (cultural) groups.
- c. The method is democratic, which respects the aspects of cultural differences and diversity of nations and ethnic groups (multiculturalists)
- d. Evaluation is determined by assessing students' behavior, including perception, appreciation, and action on other cultures (Mahfud, 2006, p. 187).

The development of student competencies is described, one of which is from the existing curriculum. The components contained in the curriculum program are knowledge, skills, and attitudes. The three walked simultaneously and interacted with each other. (Purnomo, 2015, p. 52).

Development, in essence, replaces each basic competency with environmental problems. Material development is still based on the assumption of goal development. (Azinar, 2013, p. 79). In VCT (Value et al.), one is using game techniques. According to Reubeb (1999) and Kumar and Lightner (2007, pp. 53-63), *"using activities and games in class encourages active learning, as well as collaboration and interactivity."* Using various activities and games in the classroom will stimulate active learning, such as collaboration and interactivity. Therefore, VCT becomes more effective and fun for students, so student activities, learning outcomes, and teacher performance will be more optimal.

## **History Learning**

History is taken from the Greek word *historia*, which means "information" or "research aimed at obtaining the truth." History learning is learning students using educational principles and

learning theories, which are the main determinants of the success of an education. Education is a two-way communication; the teacher carries out teaching as an educator, while learning is done by students (Sagala, 2006, p. 61). Learning as an activity organizes or regulates the environment as well as possible and connects with students so that the learning process occurs. The learning environment includes teachers, teaching aids, libraries, laboratories, and so on (Sugiharto et al., 2007, p. 80). Learning is essentially a process of interaction between students and their environment so that there is a change in behavior for the better. In contrast, many factors affect this interaction. Both internal factors come from individuals, and external factors come from environmental factors (Mulyasa, 2005, p. 10).

The goal of learning in secondary school is to develop an appreciation for the mixed Indian culture, its richness and diversity, as well as the internal processes of Indian culture, its interaction with other cultures, and the influence of other cultures. India is home to several races and tribes. So, students need to study the development of Indian history in other countries and from the perspective of the history of humanity so that students can adequately assess India's position and the world. This reinforces the understanding that mutually beneficial interactions between cultures are an essential factor in the progress of human life.

### **Learning Objectives**

Teachers need their way of dealing with students in classes with diverse races, religions, and cultures. The first thing that needs to be done is to develop a broader understanding of culture and have a higher awareness. Teachers can try to improve their knowledge and attitudes towards people who are different from them by taking the initiative to learn about the culture represented in society by trying to find and conquer their own biases (Arends, 2008, p. 64). History learning is a process that helps students gain additional knowledge and experience about past events. Therefore, students can understand, take values, and relate the relationship between the past, present, and future (Suryadi, 2012, p. 76).

History is an interaction between the past and the present, in which it is discussed about people, space, and time in change because history will not be meaningful if everything is consistent or fixed. (Atmaja et al, 2017, p. 5). Through history education, namely through teaching and learning activities, the process of socializing nationalist attitudes can be carried out more systematically and planned, namely through internalization. The internalization process is making an attitude part of a person's personality. To socialize nationalism, history education's teaching and learning strategy is carried out through the introduction and understanding stage, the acceptance stage, and the integration stage. (Ibn, 2007, p. 289).

Multicultural education is designed to provide opportunities to acquire and enjoy quality and segregated education (Hamid et al., 2006, p. 8) and according to Barry and Lechner (Joel et al. Ketsitlile) stated that if teachers are aware of the existence of their diverse students, teachers must prepare how to develop the abilities of students who are diverse in these cultures, whether it is ethnic, ethnic, religious or other. Local history is needed to raise awareness of national history and prevent students from not knowing or not knowing the historical value around them. History learning should start from historical facts that are close to the child's environment and then facts that are far from where the child lives. (Wasino, 2005, p. 1)

The purpose of teaching is not only to realize learning outside the classroom; history teachers at SMA Negeri 1 Rembang collaborate with other teachers. This is intended so that learning does not become boring for other subjects. History teachers often collaborate with geography teachers to cooperate, and later, students are given assignments by the teacher according to the assessment needs carried out by the teachers of their respective subjects. There are obstacles to implementing learning outside the classroom, such as the cost. Teachers must give directions first before the implementation of out-of-class learning activities is carried out. Usually, the teacher will notify two or three months in advance; it is intended for students to start preparing transportation money before the activity is carried out.

The obstacles faced in instilling multicultural values at SMA Negeri 1 Rembang are also diverse. Cultivating existing multicultural values is not spared from driving and supporting factors. The driving factor is that the school supports the cultivation of multicultural values; the form of support provided in the cultivation of multicultural values is holding class meeting activities at the end of each semester's final exam activity. This is intended to create harmony between students at school. However, behind the supporting factors, there are also inhibiting factors that make multicultural values in history learning less than optimal, namely the absence of a unique curriculum that regulates the cultivation of multicultural values. So, teachers with the initiative to insert multicultural values in the learning carried out. Even in learning, not all materials can be instilled with multicultural values. Therefore, teachers choose suitable material to instill multicultural values through the material taught during learning activities.

The existing curriculum has not covered the cultivation of multicultural values in history learning; related to that, teachers must include multicultural values themselves without referring to the lesson plan or syllabus that is not listed. This is an inhibiting factor in instilling multicultural values in history learning at SMA Negeri 1 Rembang.

### Conclusion

Based on the research, it can be concluded that. The instillation of multicultural values in history learning at SMA Negeri 1 Rembang has been implemented. This is manifested in the form of discussion learning, which has taught the value of respecting the opinions of others, teaching how the moderator leads the discussion, and how to respond to the opinions of other groups. Another way to instill multicultural values in history learning is by holding class meeting activities involving all students participating.

Culturing multicultural values is also inseparable from its obstacles; the obstacle faced is the absence of a curriculum that specifically regulates the cultivation of multicultural values in history learning. That is what makes teachers must be able to instill multicultural values in their way without any benchmarks in the curriculum. In addition to not having a unique curriculum that does not regulate the cultivation of multicultural values, there are also obstacles faced in carrying out out-of-class learning. The obstacles to learning outside the classroom are time and cost; the time needed to do learning outside the classroom must be well considered; it is intended to not interfere with teaching and learning activities in other subjects. So, time and cost are the main constraints in instilling multicultural values.

The driving factor is that the school fully supports the cultivation of multicultural values; the support carried out by the school is by holding class meeting activities involving all students regardless of ethnicity, race, and religion. In implementing learning in the classroom, teachers have not succeeded in developing a varied learning atmosphere. They always prioritize an expository learning system that emphasizes the development of cognitive domains, so it is not surprising that many students are *apathetic* and *skeptical* in history subjects.

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