

Instilling Multiculturalism Values in the Learning of Indonesian Sub-Subject History in the Hindu-Buddhist Era in Class X Students of Madrasah Aliyah Negeri PurbalinggaSiti Nurjanah¹, Hamdan Tri Atmaja², Ufi Saraswati³**Abstract**

The purpose of this research is to know the cultivation of values of multiculturalism in the study of the sub-material history of the Indonesian Hindu-Buddhist era, the student's understanding of the values of multiculturalism in the study of the history of the sub-material of the Indonesian Hindu-Buddhist era, and the implementation of values in everyday life. This kind of research is qualitative and uses a narrative approach. The research results show that the planting of multicultural values is done practically in classroom learning, which is integrated with the sub-subject of Hindu-Buddhist Indonesia. The cultivation of multicultural values is not found in the RPP and the syllabus, but the evaluation of some of the multicultural values implicitly is contained in the lesson plan; the students are aware of the teaching of tolerance values in the material of Hindu-Buddhist era and implement the values of multiculturalism in daily life.

Keywords: *Multiculturalism, Multicultural Education, Value Planting.*

Introduction

Indonesia is a pluralistic country. As a multicultural country, Indonesia is like two coins with two sides. Multiculture has a positive impact and a negative impact. The differences in symbols of culture, religion, ideology, rationality, and social class have given rise to many conflicts. Cultural diversity in a community environment requires a view of multiculturalism. Multiculturalism is an effort to understand more fairly the differences in society due to the variety of religion, race, ethnicity, and language (Budiman, 2007, p. 29). The idea of multiculturalism is not an abstract concept; it is the development of a behavioral form that can only be realized through education. Supardi said that one of the media for developing awareness of the nation's multiculturalist values is history education. That teaching is an effective means through history to propagate and instill awareness of multiculturalism (Supardi, 2005: 34). MA Negeri Purbalingga is a homogeneous school with the same culture, ethnicity, and religion owned by the entire community of MA Negeri Purbalingga and the geographical location of MA Negeri Purbalingga which is far from a source of learning about the remnants of the Hindu-Buddhist period. The remnants of the Hindu-Buddhist period that still exist today

¹ History Teacher, MA Negeri Purbalingga, siti12nurjanah@gmail.com

² Associate Professor, Universitas Negeri Semarang, hamdanta@mail.unnes.ac.id

³ Associate Professor, Universitas Negeri Semarang, ufiratri@mail.unnes.ac.id

will provide a concrete experience of the multicultural values applied by the people of ancient times. Learning of Hindu-Buddhist Indonesian material at MA Negeri Purbalingga is carried out by explaining the material only in the textbook.

This study aims to describe the cultivation of multiculturalism values in the learning of Indonesian sub-subject matter in the Hindu Buddhist era, describe students' understanding of multiculturalism values, and describe the implementation of multiculturalism values by students in daily life.

Method

This type of research is qualitative with a narrative approach, which is a research procedure that produces descriptive data in the form of written or oral words from the observed behavior (Habsy, 2017, pp. 90-100). The data sources in this study consist of informants; documents consisting of syllabi and lesson plans for Indonesian material history teachers in the Hindu-Buddhist era as well as documentation in the form of photographs to capture the observed phenomena; and the observed phenomenon is the learning activities of history teachers in instilling the value of multiculturalism. The data collection technique is carried out with three techniques, namely in-depth interviews, observations, and document methods (Rahardjo, 2011). The three techniques are used in an integrative and complementary manner. The tools used in data collection are interview guidelines, mobile phones, and *book notes*.

The validity test of the data was carried out with two triangulation techniques, namely triangulation techniques and source triangulation. Source triangulation was carried out by in-depth interviews with informants who were considered to know the problems formulated. Triangulation techniques are carried out by checking the same data in different ways, namely through in-depth interviews, observations, and documentation. The data analysis technique is carried out interactively and lasts continuously until it is complete so that the data is saturated. Activities in data analysis consist of data reduction, data presentation, and conclusion/verification. Data reduction was carried out to classify data from the results of in-depth interviews, observations, and documentation. The data is presented after data reduction and in the form of descriptive text. The following analysis draws conclusions or verification by looking at the meaning of the relationship between the data obtained from the results of in-depth interviews, observations, and documentation.

Results and Discussion

Multicultural education is the study of cultural diversity, human rights, and the reduction or elimination of various types of prejudice to build a just and peaceful community life (Mahfud, 2006, p. 201). Multiculturalism values such as the value of tolerance, the value of justice, the value of equality, and the value of democracy must be transformed in the learning process as one of the models of multicultural education (Mahfud, 2006, p. 200). Multicultural education based on UNESCO's recommendations in October 1994 in Geneva consists of education that instills the following values of tolerance, democracy, equality, and justice:

"First, education develops the ability to recognize and accept the values that exist in personal, gender, societal, and cultural diversity and develop the ability to communicate, share, and cooperate with others. Second, education should strengthen one's identity and encourage the convergence of ideas and solutions that strengthen peace, brotherhood, and solidarity between individuals and society. Third, education should improve the ability to resolve conflicts peacefully without violence. Therefore, education should also increase the development of peace in the minds of students so that they are able to build more firmly the quality of tolerance, patience, willingness to share and maintain" (Salmiwati, 2013: 338).

The cultural studies approach is used in multicultural education. One of the main characteristics of the cultural studies approach is the so-called border crossing of the scientific discipline (Tilaar, 2009, p. 218). The implication is that multicultural education is integrated with relevant subjects, namely social sciences, and history, so there is no need for particular subjects regarding multicultural education. History subjects have a strategic significance in the formation of a dignified national character and civilization as well as in the formation of Indonesian people who have a sense of nationality and love for the homeland. History education materials that are distinctive and full of value have a solid potential to introduce students to the nation and its aspirations in the past (Hasan, 2012, p. 87; Darmawan, 2019; Sardiman, 2015). The present Indonesian nation and all the values of life that occur are life processes in the past that will become life capital for the future (Hasan, 2019; Makkawaru, 2019). According to I Gde Widja (1989:27), the purpose of history education is in line with Bloom's Taxonomy, which includes knowledge, attitudes, and skills.

According to Said Hamid Hasan (2012:91) the objectives of history education are (1) Developing chronological, critical, and creative thinking skills; (2) Building social awareness; (3) Developing the spirit of nationality; (4) Building honesty; (5) Developing curiosity; (6) Developing heroic values and attitudes and leadership; (7) Developing communication skills; (8) Develop the ability to search, process, package, and communicate information. Skinner's

operant conditioning learning theory is a learning theory about behavior change. Behavior change is a learning process, and there is no need for any other process to be concluded (Hergenhahn & Olson, 2008, p. 4). The learning steps based on the theory are as follows:

1. Study the state of the class. Teachers search for and find positive or negative student behaviors. Positive behaviors will be strengthened, and negative behaviors will be weakened or reduced.
2. Make a list of boosters and positives. Teachers look for behaviors that are preferred by students, behaviors that are punished, and extracurricular activities that can be used as reinforcement.
3. Select and determine the sequence of behaviors learned and the type of reinforcement.
4. Create a learning program. This learning program contains the desired sequence of behavior, reinforcement, time to learn behavior and evaluation. Teachers record successful and unsuccessful behaviors and reinforcements during the implementation of the learning program. This success is essential for subsequent behavior modification (Gredler in Suryana, 45).

Regarding the cultivation of multiculturalism values and *the fourth* point, the application of Skinner's *operant conditioning* theory in learning, namely making a learning program, the integration of multiculturalism values in history learning can be done in several stages. Based on Said Hamid Hasan's writing on the integration of character education values in the curriculum of SD/MI, SMP/MTs, and SMA/MA (2012:92), the process of integrating multiculturalism values can be carried out through the following steps:

1. Include the values of multiculturalism in the history syllabus.
2. Include the values of multiculturalism in the Learning Implementation Plan (RPP) developed by history teachers.
3. Carry out learning in accordance with the lesson plan by paying attention to the process of mastering skills and internalizing values.
4. Carry out learning outcome assessments.

MA Negeri Purbalingga is a homogeneous school with Islamic characteristics. The rejection of Valentine's Day and the prohibition of students from wishing others a happy holiday to others of different religions is not a multicultural view. History learning must take a vital position to respond to this by instilling the values of multiculturalism. The Hindu-Buddhist era Indonesian material is one of the materials in the 2013 Curriculum. Students must study differences in religious backgrounds in order to achieve the goal of learning history. The demand for instilling multiculturalism values by teachers during the learning of Indonesian materials in the Hindu-Buddhist era must be done. This is so that Purbalingga State MA

students do not understand primordialism and ethnocentrism, which are one of the triggers for the nation's disintegration.

Based on the results of the research, the instillation of multiculturalism values in the learning of the history of the Hindu-Buddhist era Indonesian sub-subject matter in grade X students of the Purbalingga State MA Academic Year 2016/2017 is the cultivation of multiculturalism values is carried out practically in the learning process in the classroom that is integrated with the Indonesian sub-subject of the Hindu-Buddhist era. In addition, instilling values is practically carried out by providing examples of behavior that reflect multicultural values at the time of learning. The inculcation of multiculturalism values is not found in the syllabus or lesson plan used by teachers (Mazid & Suharno, 2019; Ulfie, 2014). However, the evaluation or assessment of several values of multiculturalism is implicitly contained in the lesson plan, such as the values of tolerance and democracy found in the criteria for assessing responsible and polite attitudes, and the value of justice found in the criteria for determining discipline attitudes.

The behaviors shown by teachers in instilling multiculturalist values reflect the outline of Skinner's imperfect application of operant conditioning theory. The main factor that causes the imperfect application of the theory is that the learning program prepared by the teacher is not based on Skinner's view. Teachers make learning programs according to the 2013 curriculum signs from the Indonesian Ministry of Education and Culture (Culture, 2013). Teachers refer to the syllabus provided by the ministry to prepare learning implementation plans (RPP) according to the syllabus.

Skinner's *operant conditioning* theory is a learning theory about behavior change. The application of operant conditioning theory indicates the existence of programmatic learning, but the findings in the field of the learning program need to be organized. According to the researcher's analysis, the lack of organization of learning operant conditioning theory is caused by teachers needing to understand the learning theory used, so the behavior of teachers who point to reinforcement is not realized. Findings in the field show that the cultivation of multiculturalism values could be better organized. The factors that cause the disorganization of the cultivation of multiculturalism values based on the researcher's analysis are:

1. The interpretation of the 2013 curriculum used by the Purbalingga State Supreme Court regarding character building needs to be revised. This is different from value integration in history learning. Said Hamid Hasan, in his article about integrating character education values in the curriculum of SD/MI, SMP/MTs, and SMA/MA, demanded the election, development of understanding, and format in making learning plans. Findings

- in the field are that teachers do not select and sort out materials that are multiculturalistic and contain values and do not develop formats in learning planning.
2. There is no program regarding multicultural education at MA Negeri Purbalingga, so teachers teach according to the syllabus and lesson plans that have been made. This is based on Mr. Salim's statement during an interview on March 6, 2017.
 3. The environment and culture of the Purbalingga State Supreme Court which is homogeneous with one religion, namely the meaning of Islam, the cultivation results in the values of multiculturalism being less necessary.
 4. The State MA of Purbalingga still relies on the learning outcomes of the cognitive domain to assess the learning progress of students.
 5. The behavior exemplified by the teacher in the learning process is a behavior that is adjusted to the rules of manners used.

The findings regarding the cultivation of multiculturalism values in the field are not based on the theory of multiculturalism education. Educational theory hints at the organized formation of a program for multiculturalism to achieve a "cultured society." A cultured society in the sense of multiculturalism education is a society that has a tolerant and inclusive attitude and views towards the reality of a diverse society, both in terms of culture, ethnicity, race, ethnicity, and religious Characteristics (Mahfud, 2006, p. 185; Munadlir, 2016). Multicultural education is the material that teaches the noble values of humanity, national values, and values of ethnic (cultural) groups and is carried out by democratic methods. Indonesian history material in the Hindu-Buddhist era is material that teaches cultural differences to students of MA Negeri Purbalingga who are followers of Islam. The discussion method is a teaching method for students to practice appreciation and cooperation with other students.

Multiculturalism education has the characteristics of evaluation that are determined in assessing students' behavior, including perception, appreciation, and action toward other cultures (Mahfud, 2006, p. 187; Mania, 2010). Findings in the field show that the evaluation used by the Purbalingga State Supreme Court still rests on the cognitive realm. Understanding is included in the mental sphere. Understanding comes from the learning process, leading to perception or meaning. A sensing process precedes perception, the process of individuals receiving stimuli through sensory devices, also called sensory processes. However, the process does not stop just like that; the stimulus is continued, and the following process is a perception process (Walgito, 2004, pp. 87-88).

The findings in the field about students' understanding of multiculturalism values are that students understand the teaching of tolerance values in Indonesian materials in the Hindu

Buddhist era. These findings show a vindication of Recht and Leslie's research on cognitive approaches. Research conducted by Recht and Leslie concluded that a good knowledge base is more important than a good learning strategy for understanding and remembering (Baharuddin & Wahyuni, 2007, p. 97). The knowledge students obtain from their daily lives causes the value of tolerance to be well absorbed in students' minds when studying Indonesian material in the Hindu-Buddhist era.

The value of tolerance can be well absorbed in students' minds when studying Indonesian materials in the Hindu-Buddhist era, but not with the other three values of multiculturalism in this study. This is understandable because all student learning activities are focused on one theme based on the factors that form perception, namely attention, concentration, or concentration. The theme is about the difference between the religion students embrace and the material that students are learning, namely Hinduism and Buddhism.

Students' understanding of the values of multiculturalism is implemented in daily life. Students need to realize that the attitude they carry out in daily life is an implementation of the values of multiculturalism. One value that they are aware of, related to the practice of daily life, is the value of tolerance. Students realize the value of tolerance as a value for mutual respect for people who have religious differences with them. The factors that cause students to be less aware of implementing the values of multiculturalism in daily life are as follows:

1. Teachers do not instill multiculturalism values, so the idea of multiculturalism values is not embedded in students' minds. Students only adjust their attitude to the customs and culture of the surrounding community.
2. The absence of a multiculturalism education program at the State High Court of Purbalingga.
3. The homogeneous environment and culture of the Supreme Court of Purbalingga State causes the dynamics of diverse social life to be less felt.
4. The environment around the Purbalingga State High School, which is the center of the Purbalingga Regency government office, makes students inclusive.
5. Assessment of learning outcomes that prioritize the cognitive realm in classroom learning makes students concentrate on understanding the material rather than the values contained in the material.
6. Most students come from the same geographical area, so the culture they belong to is the same. Implementing multiculturalism values in students' daily lives is a criticism of Skinner's operant conditioning theory (Sahlan, 2018; Mudlofir & Rusydiyah, 2016). Skinner's operant conditioning theory shows that there is programmed learning to

change student behavior. However, findings in the field show that students need to adjust to the environment without programmatic learning. Skinner's *operant conditioning theory* needs to remember the psychological development of students both in the cognitive, affective, and psychomotor domains and forget students' learning experiences before becoming students of an educational institution. Skinner's *operant conditioning theory*, which hints at programmatic and mechanical learning to change student behavior, differs from this study's results. Without mechanical learning, student behavior can change. Without detailed material, an understanding of one of the values of multiculturalism can be channeled to students, namely the value of tolerance (Afif, 2015). The theory of *operant conditioning* makes the community a reinforcing stimulus in changing student behavior. However, the findings in the field contradict this theory. Customs, culture, environment, and social experiences in society are the most significant factors in changing student behavior, not because of learning that makes student behavior change. Skinner's *operant conditioning* theory views behavior change as a learning process, and there is no need for any other process to be concluded (Hergenhahn and Olson, 2008: 4). Findings in the field are not by this concept. Students must first experience the learning process so that their behavior changes. In other words, learning is a process that mediates behavior (Septri, 2018). The research results in the field are not entirely inconsistent with Skinner's operant condition theory. Findings in the field show a justification for the ABC (*Antecedents-Behaviour-Consequens*) relationship expressed by Skinner. Behavior is a process of *consequences* given to behavior, which will be antecedents for the emergence of behavior, and so on. The response in *operant conditioning* occurs without being preceded by a stimulus but by the effect exerted by the *reinforcer*. This is justified based on the results of observations made by researchers. The teacher gave a reprimand, a reinforcer to punish students who offended SARA and made fun of other students while learning.

The results of research on implementing multiculturalism values in students' daily lives show a justification for Skinner's definition of culture in the theory of operant conditioning. Skinner defines culture as a set of reinforcement contingencies. Different cultures will reinforce different behaviors (Hergenhahn & Olson, 2008, p. 86). The unconsciousness of implementing students in the values of multiculturalism in everyday life justifies Skinner's opinion. Living organisms will always be conditioned by their environment (Hergenhahn & Olson, 2008, p. 87). The principle of *operant conditioning* applies to various situations. To modify behavior, one seeks something encouraging for an organism whose behavior is to be modified, waits until

the desired behavior occurs, and immediately strengthens the organism. Once this is done, the response rate of the desired response event will increase (Hergenhahn & Olson, 2008, p. 85). Based on the results of observations in the field, Skinner's opinion is justified. Teachers reprimand students who offend SARA in learning. The reprimand given by the teacher aims to prevent students from repeating the act.

Conclusion

Based on the study's results, the following conclusions can be drawn: First, the inculcation of multiculturalism values in students' learning of Indonesian material history in the Hindu-Buddhist era is carried out at the operational level, namely classroom management at the time of learning. Second, students of class X of MA Negeri Purbalingga understand the inculcation of the value of tolerance in Indonesian materials in the Hindu-Buddhist era. Third, the implementation of multiculturalism values has been carried out by students without realizing it in their daily lives, manifested through their attitude towards something.

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