

Pattern of Inculcating Multicultural Values in Students at State Senior High School 1 Kendal

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Article Info

History Articles

Received:

21 February 2022

Accepted:

18 March 2022

Published:

30 June 2022

Keywords:

Inculcation, multicultural,
pattern, school, value

Abstract

The aims of this study was to analyze the role of schools in inculcating multicultural values, the driving and inhibiting factors for inculcating multicultural values, and the pattern of inculcating multicultural values in State Senior High School 1 Kendal. This research used a qualitative approach to the type of phenomenology. Data collection techniques are interviews, observations, and documentation studies. The results show that schools have a socialization role, providing knowledge about multicultural values; the role of education is to educate and provide an example of multicultural behavior; and the role of evaluation is to provide corrections for violations of multicultural values in schools. The driving factor for the cultivation of multicultural value is an open student family environment, teachers' knowledge of multicultural values, high school curriculum policies that accommodate student differences, as well as school programs that support the cultivation of values. The inhibiting factors are harsh environmental factors, and problematic student family environmental factors and uneven teacher knowledge related to the concept of multicultural education. The pattern of cultivating multicultural values at State Senior High School 1 Kendal is a contribution and additive pattern, by introducing multicultural values in learning indirectly by introducing heroes or figures who come from different cultural, religious and regional backgrounds. In addition, by adapting multicultural values into the material in the subject.

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p-ISSN 2252-6390

e-ISSN 2502-4442

INTRODUCTION

The diversity of tribes, cultures, religions, customs and other differences that exist in Indonesia, is something that is difficult to find in other parts of the world. The plurality that exists in the Indonesian nation, on the one hand, is a natural consequence of an archipelagic state and even has great potential and becomes a strength for the Indonesian nation. The multicultural, mutlira, and multi-religious Indonesian society has great potential for conflicts between groups, races, religions, and ethnic groups (Suryana, Yaya dan Rusdiana, 2015:1). Differences in ethnicity, religion, race, and customs, for example, can trigger misunderstandings that eventually trigger SARA (ethnicity, religion, race, and between groups) nuanced conflicts (Suparlan, 2016). Conflict and intolerance do not only occur and are carried out against groups of different religions or ethnic groups, but in one religion with different groups, conflicts also arise. The emergence of a radical understanding, for example, can occur because there is a wrong religious learning process (Sodiq & Astuti, 2019). In addition, wrong literacy can also lead to intolerance (Utomo, Astuti, & Kurniawan, 2019).

Education is a responsible for the problems that occur in the Indonesian nation and state society, this is because education is a process of developing attitudes and behavior of a person or group through teaching, training, and educating procedures as conveyed by (Ambarudin, 2016; Ibrahim, 2013). The occurrence of an exclusive attitude and a lack of understanding of differences, diversity, tolerance and religious values in the lives of students, causes the occurrence of multicultural values in schools to fade and disappear (Hully, Irwan, & Nazapoh, 2021).

Multicultural education offers alternatives through the implementation of educational strategies and concepts based on the use of diversity in society, the family that exists in students, such as plurality, ethnicity, culture, language, religion, social status, gender, age, and race (Banks, 1998). Thus, it is hoped that in the

future the problems that surround the nation can gradually be minimized by the existence of a "multicultural generation" who respects differences (Ainun, 2005:5) and have positive social solidarity (Agustina & Bidaya, 2019).

Multicultural education provides a process of developing all human potential that respects plurality and heterogeneity based on the principles of equality, mutual respect and has a moral commitment to social justice (Batubara & Ariani, 2018). In addition, it provides awareness to the younger generation to continue to uphold tolerance, a sense of nationality and strengthen national integration so that social conflicts can be avoided (Ufie, 2018).

The cultivation of multicultural values in education is expected to be able to give birth to people who are ready to get along, interact, cooperate, complement each other, respect and respect each other with others, even though their views of life and ways of life are different (Muliati & Lailisna, 2017). The view of life that is in the frame of Pancasila ideology in which there is a value of tolerance and the spirit of nationalism can be a filter that can avoid racial or ethnic sentiments (Atmaja, 2020).

Multicultural values are part of the social values contained in the 2013 Curriculum, not only being the responsibility or burden of teachers in primary and secondary education, but also a shared responsibility, the community, schools, and the government. (Astuti, Kismini, & Prasetyo, 2014). Embedding multicultural values allows it to be implemented in all subjects, both in Mathematics and Sciences (MIPA), Social Sciences (IPS), and Language and Culture Sciences (IBB). Therefore, schools need to design the learning process and evaluation design as well as prepare teachers to have a perception of multicultural values (Rosyada, 2014).

Multicultural education can be done through existing subjects such as research conducted by (Nurjanah, Atmaja, Saraswati, 2017) that multicultural values can be done through history learning in schools. In addition, multicultural education can be carried out with an integration process in teaching and learning

materials (Aeni & Astuti, 2020; Salis Husniatin & Asrul Anan, 2019).

State Senior High School 1 Kendal as a high school located in downtown Kendal is one of the schools where students are not homogeneous. Students come from quite different backgrounds, both socio-economic backgrounds, regional backgrounds, and religious backgrounds. In addition, students also come from non-uniform backgrounds, some are of Arab, Chinese, Indian, and Javanese descent. Economically, students at the school also vary from family of officials to children from poor families there. The different backgrounds of students at State Senior High School 1 Kendal will affect the pattern of relations in the school environment. Students with different habits will fight each other in getting the best results in the school arena. The process of social relations in State Senior High School 1 Kendal has the potential for mutual conflicts due to differences between students. So the school makes an effort to instill multicultural values as part of the educational process to shape the character of students who respect each other's differences.

Najmina's research on multicultural education in shaping the nation's character concludes that multicultural education must be applied in the learning process through habituation and formation of mindsets in order to emerge Indonesian national awareness (Najmina, 2018).

Meanwhile, Januarti's research on the implementation of multicultural education in schools concluded that the implementation was carried out by integrating multicultural education into school programs and integrating social studies subjects (Januarti & Zakso, 2017).

The two previous studies above underlie this research. The fundamental difference from the research above, this research was conducted to see the pattern of inculcating multicultural values in the State Senior High School 1 Kendal school, which from the point of view of the object of research is different from previous research.

This study uses the structural functional theory of Robert. K. Merton as a tool of analysis of the research results obtained.

The purpose of this study was to analyze the role of schools in inculcating multicultural values, as well as to analyze the motivating and inhibiting factors for inculcating multicultural values. In addition, it also analyzes the pattern of inculcation multicultural values in schools.

METHOD

This study used a qualitative approach by taking informants from 6 different clusters of teachers, 2 Social Studies subject teachers, 2 Mathematics and Sciences specialization teachers, and 2 IBB specialization teachers, in addition to that there were 9 student informants consisting of 3 Social Sciences specialization students, 3 students MIPA specialization, and 3 students specializing in IBB.

Research on the pattern of inculcating multicultural values tries to examine the role of schools in cultivating multicultural values, the driving and inhibiting factors and the pattern of inculcating multicultural values in schools. The qualitative research format uses a phenomenological type which will examine the phenomenon of inculcation multicultural values in schools which are influenced by the backgrounds of educators and students as well as the social context of the school environment.

The data triangulation technique in this study was carried out by comparing the data from interviews with teachers and students, the results of observations of the process of instilling multicultural values in schools both in learning and outside learning, and the results of documentation studies derived from photo archives of activities and school rules documents. Technical analysis of data using structural functional theory and qualitative analysis.

RESULTS AND DISCUSSION

The role of schools in inculcating multicultural values

The role of schools in inculcating multicultural values at State Senior High School 1 Kendal is generally divided into 3 roles:

First, the role of knowledge. Schools have a role of knowledge in the process of inculcating multicultural values, by providing knowledge to students about the concept of multicultural values. The provision of knowledge about multicultural values is carried out through learning activities and activities outside of learning. The process of inculcating multicultural values carried out in the learning process is carried out by the respective subject teachers. The method used by each teacher is different. The results of the research conducted show that there are differences in the ways that teachers do in embedding multicultural values. This difference can be seen from the clusters of interest in subjects in high school. There are at least three specializations, Social Sciences (IPS), Language and Culture (IBB), and Mathematics and Natural (MIPA).

In the process of implementing knowledge to students in the social studies specialization class, teachers of social studies subject groups provide knowledge about conceptually multicultural values. This is shown in the subject of sociology, sociology teachers are able to provide specific knowledge about multicultural values such as equality, tolerance, and humanity conceptually because there is material in sociology subjects that discusses the concept of multicultural society. Meanwhile, the subject of history is the same. The historical material for the development of the Hindu-Buddhist kingdom, for example, is the material used by history teachers in providing knowledge about the history of religious diversity in society.

In the IBB specialized class, things are done in a similar way. In particular, the provision of knowledge about multicultural values is carried out by teachers of Anthropology, Cultural Arts and English. In anthropology subjects, students gain knowledge

about multicultural values through materials that specifically discuss the diversity of ethnic groups in Indonesia. From this material, students gain knowledge about local traditions, arts, and religions in Indonesia. This makes students understand that the diversity of Indonesian society is a real thing and its existence must be respected. While in the arts and culture subjects there is material that discusses traditional arts. The cultural arts teacher at State Senior High School 1 Kendal used the material as an effort to provide knowledge about the diversity of traditional arts in Indonesia. "One of the aims of this material is to teach the child that there are many kinds of traditional arts and need to be respected and preserved," said Saeful, a cultural arts teacher.

Unlike the IPS and IBB classes, the provision of knowledge in the process of inculcating multicultural values in the MIPA class is not specifically included in the material. In Mathematics and Sciences subjects, teachers provide knowledge not conceptually and theoretically, but through narratives that are inserted in learning. Teachers in Mathematics and Sciences specialization classes such as biology and chemistry teachers do not specifically discuss the concept of a multicultural society because it is not included in the learning materials. However, the teacher provides knowledge through stories in learning that teach about the importance of tolerance between religions and respect for fellow human beings.

Second, The role of exemplary is shown in the form of attitudes and behavior in learning in the classroom and outside the classroom. Examples of exemplary carried out at State Senior High School 1 Kendal, among others, is the attitude of tolerance in the classroom. Tolerance attitudes and behaviors are not just notified but practiced in the teaching and learning process in the classroom. Teachers at State Senior High School 1 Kendal are tolerant when teaching students in class.

Third, the role of evaluation. The inculcation of multicultural values is also evaluated in the process. This is done to provide an evaluation of whether the implementation of

inculcation multicultural values is going well or not. The form of evaluation carried out based on the results of this study is quite diverse. The difference in evaluation can be seen from the characteristics of the subject clusters in State Senior High School 1 Kendal. In the IPS and IBB clusters, evaluation is carried out in the form of giving a test. This is because in the IPS and IBB subject clusters there are specific materials that discuss multicultural society and attitudes towards diversity. Meanwhile, in the MIPA family, evaluation is carried out through observation in the form of attitude assessment. In addition to learning, evaluation is also carried out in the form of student discipline at State Senior High School 1 Kendal. The existing student rules contain regulations that regulate student attitudes and behavior in the school environment. So that students who have attitudes and behavior that are not in accordance with multicultural values, including part of a violation of student discipline, will receive a warning or sanction.

Motivating and Inhibiting Factors

The motivating factors for the inculcation of multicultural values at SMA Negeri 1 Kendal include: the family background of students at SMA Negeri 1 Kendal the majority is an open and democratic middle class, the factor of teacher knowledge about the concept of multicultural values is adequate, facilities and infrastructure in SMA Negeri 1 Kendal is quite good at supporting the process of inculcating multicultural values both in learning and outside of learning, the curriculum factor using the semester credit system (SKS) which facilitates differences in the speed of individual student learning and strengthening character education, with this credit system students Those with fast learning abilities get more material enrichment while students with slow learning speeds will get more guidance facilities in order to complete learning. This allows the inculcation of multicultural values to be more effective because it facilitates individual mentoring. School program factors such as Adiwiyata schools, population alert schools, integrity schools, and

schools with a national perspective provide reinforcement of ecological values, gender equality, and tolerance in addressing diversity.

The inhibiting factors for the cultivation of multicultural values at State Senior High School 1 Kendal include: the geographical environment that affects the character of students who are harsh, the family background of students who are not harmonious makes students violate school rules so that it hinders the process of inculcating multicultural values both in learning and outside learning factors, and the uneven knowledge of teachers related to the concept of multicultural education.

Inculcation multicultural values Pattern

The pattern of inculcation multicultural values at State Senior High School 1 Kendal uses a contribution pattern and an additive pattern. The contributive pattern is carried out at State Senior High School 1 Kendal by entering the names of heroes from regions or tribes / ethnicities into the appropriate subjects. In this case, in State Senior High School 1 Kendal, the contribution pattern is carried out in learning the subjects of History and Sociology. In history subjects, heroes or historical figures who are introduced are not only national historical figures but also figures or heroes who come from various regions and ethnicities. This contribution pattern does not only occur in the Social Sciences and Languages subject clusters, but also in the Mathematics and Sciences subject clusters.

The cultivation of multicultural values at State Senior High School 1 Kendal is carried out with an adaptive pattern. The inculcation of multicultural values at State Senior High School 1 Kendal is done by incorporating multicultural values into the subject matter. This is shown in the study of sociology and anthropology. In these subjects, the content of multicultural values becomes a separate discussion in the learning material. In the subjects of sociology and anthropology, multicultural values exist in the syllabus of subjects.

Structural Functional Theory Analysis

Based on the structural functional theory of Robert K. Merton, the role of schools in instilling multicultural values in students at State Senior High School 1 Kendal shows that schools carry out their functions in accordance with their roles as educational institutions. The manifest function is carried out by schools which have individual devices, teachers who carry out their functions in instilling multicultural values. As explained based on the structural functional theory from Robert K. Merton that each part in a system has its own role to create stability. So what is done by the school with the role of knowledge, the role of exemplary, and the role of evaluation makes the functions of other parts of the social structure in schools able to function properly. Students or students gain knowledge and examples in the process of absorbing multicultural values. This means that students are able to carry out their functions as parties who get material or knowledge related to multicultural values so that students are able to function again in another social system, in their community outside school.

The role played by schools in inculcating multicultural values from research results is not the same, especially influenced by the background of the teachers. This can be divided at least into three groups, the Mathematics and Sciences subject group, the Social Studies group, and the Language and Cultural Sciences group. This difference is influenced by unequal knowledge about multiculturalism, where teachers from the Social Studies and IBB subject groups have more theoretical knowledge about the concept of multiculturalism and multicultural values. Meanwhile, for Mathematics and Sciences teachers the ability to explain the concept of multiculturalism and multicultural values is still limited. So that in Piere Bourdieu's concept of capital, Social Studies and IBB teachers have more cultural capital than Mathematics and Sciences teachers so that in practice in an arena, in this case schools and classes, Social Studies and IBB students are better able to understand

conceptually and theoretically about multicultural values.

The role of the teacher in exemplary can also be carried out, meaning that the function of the teacher in a social system works well so that efforts to instill multicultural values can work. This shows that teachers and students as agents in practice in a school arena have a role in shaping the attitudes that are expected to inculcate multicultural values, humanity, equality, and tolerance.

In addition, in the role of evaluation, it shows that teachers are able to provide corrections as part of the teacher's function in the school system. However, the role of this evaluation as stated by Bordieu gives rise to what is referred to as symbolic violence. Students in practice in the school arena experience symbolic violence in the form of evaluations carried out by teachers in the form of rules that have punishment consequences if they violate. Students will feel uncomfortable if they behave that are not in accordance with the rules applied by the school so that students are forced to adjust to the norms that exist in the school. Symbolic violence that appears in the rules used to evaluate student behavior, Structural Functional theory is needed to ensure that every element in the social system (school) runs well. If there are no rules then there is the potential to interfere with the functions of other parts such as the function of the teacher in inculcating multicultural values and the function of students as part of the social system.

According to Merton, the various roles that teachers have with this status are called role sets. The results of the study show that the teacher actually has a role as an individual who has exclusive beliefs to teach his beliefs to students. However, teachers as part of the social system have a role in conveying generally agreed values such as tolerance, equality, and humanity.

Supporting factors and inhibiting factors in inculcating multicultural values in State Senior High School 1 Kendal, based on the Structural Functional approach shows that the community environment or social system

outside the school has an influence on other social systems in this case the school to be able to carry out its roles and functions. The supporting factors mentioned from the results of the study encourage the role and function of schools as institutions that play a role in inculcating multicultural values to be greater. Teachers as part of the school structure can play a role as an element that provides knowledge that can be more easily accepted, because it is supported by the background of students who come from heterogeneous environments.

Meanwhile, the inhibiting factors that have been described from the results of this study provide an explanation of the disruption experienced by schools as social structures in carrying out their roles and functions as institutions to instill multicultural values into students. This inhibiting factor causes in several ways, there is a dysfunction of the role of teachers and schools in inculcating multicultural values. Especially those related to the student's family background that is not harmonious.

The background of students who come from families that are not harmonious shows the occurrence of family dysfunction in the cultivation of values. This affects the functions of other parts of the community's social system, schools being hampered in carrying out their roles and functions. As structural functional theory explains that when there are parts in a social system that experience social dysfunction, it will affect other parts in carrying out their functions. This means that the social system will experience obstacles in carrying out its roles and functions properly.

The pattern of inculcating multicultural values at State Senior High School 1 Kendal uses an adaptive and contribution pattern. That is by introducing multicultural values in learning indirectly by introducing heroes or figures who come from different cultural, religious and regional backgrounds. In addition, by adapting multicultural values into the material in the subject

CONCLUSION

The role of schools in inculcating multicultural values can be divided into three, namely providing knowledge, exemplary and evaluation. All teachers at State Senior High School 1 Kendal according to the characteristics of the subjects being taught. In the social studies and language classes, students gain more conceptual and theoretical knowledge of multicultural values because they are explicitly listed in the learning materials. While MIPA students do not gain conceptual and theoretical knowledge about multicultural values, they gain knowledge through improvisation of teachers who teach MIPA subject groups. All subject teachers also provide examples both in interactions in the classroom and behavior outside the classroom. The role of evaluation in the cultivation of multicultural values is carried out through evaluation of learning and outside learning which is carried out through observation by the teacher. The driving factors for inculcating multicultural values include: family environment factors, curriculum factors that apply at State Senior High School 1 Kendal, school program factors, teacher knowledge factors, adequate facilities and infrastructure factors, and student factors who have good academic abilities. While the inhibiting factors in inculcating multicultural values include: geographical environmental factors and family environmental factors, especially students from families who are not harmonious, and student association factors. The pattern of inculcating multicultural values at State Senior High School 1 Kendal uses an adaptive and contribution pattern. That is by introducing multicultural values in learning indirectly by introducing heroes or figures who come from different cultural, religious and regional backgrounds. In addition, by adapting multicultural values into the material in the subject. So from that it shows that all elements of State Senior High School 1 Kendal are running well according to their functions, so that the process of inculcating multicultural values goes well.

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