

## The Values Integration of Multicultural Education in The Process of History Learning

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**Abstract:** *This article aims to find out how multicultural educational values are integrated into the History learning process. The method used in this article is the study of libraries, the use of relevant sources that are used as data sources expands the views and findings in the article. The integration of multicultural education is an effort to harmonize between materials, learning methods, and multicultural values in accepting human differences and similarities that include diversity, race, language, religion, and gender. Multiculturalism education is a concept based on the phenomenon of globalization that arises from technological developments and political, cultural, and economic events. This multicultural education invites us to accept difference as something natural in humans. Through history learning, teachers can deliver historical material to students who are very closely related to multicultural education, one example of which is the Jakarta Charter material. The material of the Jakarta Charter can be said to contain multicultural elements because in this material there is a sense of togetherness and standing together high among fellow Indonesians without regard to ethnic background, racial religion, and language. The results of the study show that multicultural education can be integrated into historical learning because learning contains materials relevant to multicultural education. Thus, this article concludes that multicultural education becomes one of the important concepts that must be mastered by history teachers to present multicultural values to each historical material in-depth, which will then make students have a high spirit of tolerance in society and state*

**Keywords:** *Integration, Multicultural Education, Learning History*

### Introduction

Indonesia is a country that has had significant diversity since ancient times. This is indicated by the existence of different religions, races, ethnicities and languages in each region. The presence of this diversity comes from the movement of the population to areas that have great potential to fulfil their daily lives. The result of the displacement is a mixture of immigrants (minority) and local residents (the majority) which together will create a new order in community life.

The presence of ethnic, religious and ethnic diversity causes many negative views towards one another who are considered not in the same group, not infrequently with this negative view it results in conflict between fellow humans and the existence of conflict will cause many casualties

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(Perdana et al., 2019). This conflict occurs on the basis of diversity which is masterminded in the social prejudice that develops in the community.

These oblique views should be scorched from the minds of the people, one of them is the practice of multicultural education in the world of education. Multicultural education is held in schools to instil equality in every student regardless of background, thus creating equal opportunities for living together. (Agustina & Bidaya, 2019).

There are at least two factors behind the conflict that develops in society, namely internal and external factors. Where this internal factor is the absence of awareness among the community that all levels of society have their own differences and their own uniqueness and if put together it will create a community that is able to help each other and become a prosperous society. The second factor is the influence generated from the community and friends (Agustina & Bidaya, 2019).

In the world of teacher education is a milestone for continuing understanding of multicultural education that must be taught as a whole. So, every teacher must be aware of the differences between their students, such as ethnicity, gender, religion, and transnationalism and be able to integrate diversity education into the entire curriculum and realize its values (Janakiraman & Watson, 2019).

Multicultural education is a process of maturing students' thoughts to appreciate and respect the social, cultural and political differences that develop in society. According to Yaqin, multicultural education is an educational strategy that is applied to all types of subjects by using cultural differences that exist in students such as differences in ethnicity, religion, language, gender, social class, race, ability, and age so that the process learning becomes effective and easy (Ekwandari et al., 2020).

Multicultural education is an idea, movement, educational renewal, and an educational process whose main objective is to change the structure of educational institutions so those male and female students, students with special needs, and students who are members of various racial, ethnic and cultural groups. - Kinds of having the same opportunity to achieve academic achievement in school (Sleeter, 2018).

Multicultural education can be said that a strategy to get rid of conflicts that exist in Indonesian society which has differences in every place. Multicultural education directly informs students to be able to withstand upheavals that lead to violent conflict and besides that, with multicultural education students can get to know more of the diversity that exists in Indonesia.

Historical education is a lesson that can be related to multicultural education because in history learning it has a close relationship with the formation of national character (Lionar & Mulyana, 2019) Learning history using a multicultural approach will produce new concepts where teacher learning can increase the sense of empathy of students. and students can eliminate prejudice against other students of different cultures to create conditions where if there is a conflict the solution is not using violence. Also, the integration of history and multicultural education will create students who can interact widely with other cultures. The emergence of empathy and being able to interact widely will contribute to reducing conflicts that have racial nuances.

From the background description above, it shows that it is necessary to carry out an in-depth study of multicultural education which can be integrated into learning activities in social science subjects, especially in historical subjects.

## **Literature Review**

Research (Hidayat, 2019) is subject to teachers and students. This research uses qualitative methods. The results found from this study are the implementation of the value of multiculturalism education by means of students making vlog video content with Indonesian historical material such as tolerance, maintaining diversity, pluralism and multiculturalism. This content is part of the development of literacy digitization as a tool to ward off cyber warfare, which is feared to divide the nation due to hoaxes.

Then research (Lionar & Mulyana, 2019) which is subject to subject teachers, students and the curriculum used. This study uses a qualitative method which results in the finding that multicultural education in Indonesia is implemented to find the ideal form of educational practice that promotes ethnic diversity. Through historical education, multicultural education practice can be implemented by presenting the content / material of past events which are full of diversity. Learning local history is one of the lessons that can support the multicultural education process, because various materials will make students understand more about this diversity as a form of wealth owned by the Indonesian people.

Subsequent research (Syuhada, 2020) this study uses qualitative methods which result in findings in the form of Malay culture being a way of life that is reflected in a number of regulations that apply in the Jambi area. Almost all of the rules and customary laws that apply in the Jambi Malay ethnic community are conveyed through the Malay custom seloko. Seloko is in the form of paths and views of life which contain messages of value for all heterogeneous Jambi residents. Seloko adat has moral values, first messages in the religious field, second in the social field, and third in the field of character education. The value of this message gives meaning in a multi-ethnic society, so that it is embedded in the formation of the values of the Malay character in the context of a heterogeneous society.

Research (Moland, 2015) shows that the Sesame Square program must balance the ethnic or religious groups that are presented on television if they are not represented in the program, they will not watch it. So that when the teacher uses the Sesame Square media students do not feel isolated because in the media groups of students are not included and so there is no group superiority.

## **Research Methods**

In writing this article using a qualitative method where the approach uses research that puts forward natural phenomena (Ali & Asrori, 2014). The technique used in this article uses data collection techniques in the form of document studies which are records of events in the form of pictures, writings and other monumental works (Zed, 2014). The instrument used in this article is a document study. Document study or literature study is a series of activities concerned with document data collection methods such as reading and taking notes and processing research materials. The document study in this research is to examine the literature or sources related to the focus of research on construction in historical phenomena (Zed, 2014).

## **Results And Discussion Multicultural Education**

According to Sultanova, (2016) multicultural education is the interaction between those who learn with foreign cultural elements and reality, in other words, as a reflection of the ideals of cultural pluralism in education. Meanwhile (Najmina, 2018) states that multicultural education is a set of beliefs and explanations that examine and assess the importance of cultural and ethnic

diversity in shaping lifestyles, social experiences, personal identities, educational opportunities from individuals, groups and countries. In line with the two opinions above about multicultural education (Kawuryan, 2009) states that multicultural education is an integral part of belief in recognizing the importance of cultural and ethnic diversity in shaping lifestyles, social experiences, personal identity, educational opportunities from individuals, groups, and countries. Thus, multicultural education is a process of maturing students' thoughts to appreciate and respect the social, cultural and political differences that develop in society.

Berry, Portinga, and Segall in their writings *Cross-cultural Psychology: Research and Applications*, state that basically multicultural education aims to create a harmonious society within diversity (Berry et al., 2011).

The presence of multiculturalism is always related to the existence of three main elements of strength, namely (Tilaar, 2004), first, namely the existence of a democratic journey that focuses on the recognition of human things without favoring one another. This means that there are no differences among people. Second, there is the influence of the Marshall Plan. The Marshall Plan is to attract workers from outside Europe in order to build a Europe ravaged by World War II. These workers will be deployed in countries such as Germany, France and the UK. These workers generally come from Southern Europe, Turkey and African countries. After they were placed in the target countries in large numbers they eventually settled and many also became citizens in their new homeland. The mixing of local residents and migrants eventually forced the government to impose fair treatment on the right to education. Third, the change of ethnic nationalism to cultural nationalism.

Through the practice of multicultural education, it is hoped that the younger generation will be able to be tolerant, respectful, respectful, fair, non-discriminatory, and humanist. It can also be interpreted that multicultural education must be able to develop raging awareness in students, teachers and also society so that it is expected to be able to build a society that respects each other without eliminating the existing culture in other communities. Therefore, the main purpose of multicultural education is to provide equal and equal rights in education to all learners from various racial groups, social classes, ethnic groups and cultural groups. Through multicultural education, students are expected to be able to work together, build harmonious interactions and cooperate with people who are different from themselves so that people who are aware of diversity will be created (Gauss et al., 2010).

This initial goal is very important because it is hoped that multicultural education will not only be a discourse but can be applied in the world of Indonesian education. When people who are directly involved in educational practice already have multicultural awareness, the hope is that they can become agents of change (agents of change), they not only provide students with the subject matter, but can also instil pluralist, humanist, and democratic values in them students (Janakiraman & Watson, 2019) . Meanwhile, the ultimate goal of multicultural education is that students are not only able to understand and master the subject matter but it is also hoped that students will have a strong character to always prepare for a democratic, pluralist, and humanist (Yaqin, 2005).

From the explanation above, a common thread shows that the purpose of multicultural education is to provide equal opportunities to students with different backgrounds to get an education. In addition, the goal of multicultural education is that students not only get lessons from the teacher but also humanist, pluralist, motivated character values so that later they can become agents of change to create a harmonious social life.

## **Multicultural Education In History Learning**

Multicultural education is an idea or idea to unite the diversity that exists in Indonesia without making the other diversity feel humiliated, meaning that if one culture stands in line then other cultures are equal, nothing is below and nothing is above. Through learning the history of multicultural education can be applied to students and make students have a sense of awareness of the diversity that exists around them. Teachers are expected to be able to provide an overview of the importance of multicultural education by taking examples from historical events. By including appropriate activities, students' educational experiences can be made meaningful by generating behaviour change, not just providing content knowledge (Janakiraman & Watson, 2019).

History teachers in the learning process about the Jakarta charter material must be able to instil an objective attitude and provide a deep understanding of these events. The following is an excerpt of the events in the formulation of the Jakarta Charter which is appropriate to be held on Friday, to appreciate Muslims as members of the meeting that will carry out Friday prayers, the meeting will be rested until the end of Friday prayers and will start again. In addition, an interesting fact about multiculturalism in the incident was that the members of the meeting consisted of various representatives of religious organizations and they exchanged opinions about the contents of the Jakarta charter, such as a Muhammadiyah figure named Abdul Kahir Muzakir asking Alexander Andries Maramis who represented Christians about the charter. Jakarta. Then A.A. Maramis agreed to the Jakarta charter agreement. When learning about the Jakarta charter is not conveyed in-depth and impressively, what happens is that students feel unfair in the decisions on the Jakarta charter which will eventually create a dividing wall. But if the teacher succeeds in making good teaching, what happens is the students have an awareness that Indonesia does not only belong to one people but belongs to all the people living in the Indonesian land. So this fact is what is called multiculturalism, which means living without seeing the diversity. This event is an example of the integration of multicultural education with historical learning, its multicultural education refers to how to respect.

## **Integration of Multicultural Education Values in the History of Learning Process Multicultural Education**

Values that can be integrated into history learning include four values, namely tolerance, pluralism, humanism and democracy.

### **a. Tolerance Value**

Tolerance values are human values and harmonization between people even though they have different beliefs (Azis et al., 2018). In historical learning, the value of tolerance has existed since ancient times. When Rakai Pikatan built a Buddhist-style temple for his wife named Pramodhawardani. At that time Rakai Pikatan adhered to Hinduism while his wife was Buddhist. Rakai Pikatan has the thought that there is no problem if people are different in their religion, the most important thing is that fellow human beings must have an attitude of unity.

### **b. Democratic Values**

Democratic values that are related to multicultural and historical education. Because in multicultural education, humans are expected to be able to live in a democratic manner, which means that they do not prioritize individual opinions, but promote the opinions of various parties. There are many historical events, one of which is the 1955 election.

### **c. Plural Value**

Plural value is the ability to accept the diversity that exists around society. Indonesia is a pluralistic country characterized by the development of foreign cultures. An example of historical

events is the arrival of the Chinese to Indonesia. Indonesia is a country that is built on the basis of differences, so it is from that difference that unity is born which is the basis of the State known as Pancasila and strengthened in Unity in Diversity, without multiculturalism Indonesia will not be known as a rich country, therefore multiculturalism is its own attraction. for the State of Indonesia (Agustina & Bidaya, 2019).

#### d. Humanist Value

Humanist value in relation to history learning and multicultural education is that teachers must be able to provide a humane understanding of humans so that students are able to realize the values of respecting one another.

#### Conclusion and Summary

The integration of multicultural education in history learning is an important thing because in history learning material is very closely related to multicultural education such as the entry of Hinduism, colonialism and the Jakarta charter with this event, which is expected to be able to carve multicultural values that exist in the personality of students. The incident of the light period should be able to be implemented in everyday life at the present time because by referring to these events it is certain that students know why each individual must have awareness of diversity.

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