

Analysis of the value of multiculturalism in Indonesian history textbooks in the independent curriculum

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ABSTRACT

This research aims to reveal the existence of multiculturalism values in high school history textbooks in the Merdeka Curriculum. The method used in this research is a qualitative method with a content analysis approach, with the data source being high school history textbooks in the independent curriculum for classes X, XI, and XII. The research results show that (1) the value of multiculturalism in textbooks appears more often in factual material such as in classes XI and XII compared to conceptual material in class plurality. In contrast, the value of equality is mostly represented by a discussion of the role of women in Indonesian history. The conclusion is that there are quite a lot of multiculturalism values contained in history textbooks in the Independent Curriculum, although teachers need to maximize them by adding more contextual examples to make the process of instilling multiculturalism values easier.

Keywords: history subject, merdeka curriculum, multiculturalism value

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Introduction

Indonesia is a country rich in cultural diversity, be it language, religion, and ethnicity. Of course, diversity is a challenge as well as a great opportunity for the world of education to teach and instill the values of multiculturalism in the younger generation (Celeste et al., 2019). In particular, learning history plays an important role in shaping students' understanding and attitudes toward the cultural diversity that exists in Indonesia (Nurman et al., 2022). As a learning resource that is often used as the main source or even the only source in history learning, textbooks greatly influence the continuity of the history learning process being carried out (Clark et al., 2024). If applied using the right approach, history textbooks can be an effective medium for instilling the values of multiculturalism in students and helping develop tolerant

and inclusive attitudes. This can certainly help achieve the goals of implementing the Independent Curriculum.

History textbooks that contain the values of multiculturalism not only convey information about past events chronologically but are also able to convey valuable values for students' futures (Orrick, 2022). The importance of discussing multiculturalism in history learning textbooks is specifically related to efforts to instill historical awareness, as the main goal of history learning (Mansfield, 2022). Instilling multiculturalism in history learning from an early age can also strengthen a sense of unity and oneness, as well as mutual acceptance of differences in one's historical origins (Nikoletta Maria Gulya & Fehérvári, 2024). More clearly, integrating multicultural values in history learning can make history learning a medium for instilling the values of tolerance, pluralism, humanism, and democracy (Cook, 2024).

As the main source in learning history, textbooks have a big influence on the way students understand and interpret history. History textbooks that contain the values of multiculturalism can provide a more diverse perspective on historical events that occurred in Indonesia so that they are not limited to one particular point of view. Presenting history from a multicultural perspective in textbooks can help students to appreciate the contribution of various cultural groups in shaping national identity. This is of course very important, considering that Indonesia as a multicultural country has potential and challenges in maintaining unity amidst national diversity. So, by inserting multicultural values, history learning is expected to be able to minimize the potential for social conflict and discrimination due to a lack of understanding of cultural differences. Therefore, it is necessary to carry out an analysis to ensure that history textbooks reflect the values of multiculturalism following national education goals.

To be able to analyze the value of multiculturalism in a textbook, the values of multiculturalism discussed are limited to the indicators according to Comas-Diaz (2024), namely the values (1) tolerance; (2) equality; (3) democracy; and (3) plurality. Tolerance is an attitude of respecting the differences that other people have. Equality is a value that adheres to the principle that every individual has equal rights and position in society. Democracy is the view that every individual has the right to freedom and provides opportunities for individual development in society. Plurality is the diversity that exists in society with the differences that a nation has.

Many studies have been conducted regarding the analysis of multicultural values in history textbooks, such as research conducted by Jiménez and Lerch (2019), show the existence of the value of multiculturalism in history textbooks, as well as its important contribution in fostering multicultural awareness in students. However, the textbooks discussed in these studies are textbooks in the 2013 curriculum, so an analysis of multiculturalism in history textbooks in the independent curriculum has not been carried out.

Based on the explanation regarding the important role of textbooks in learning history, the question arises regarding to what extent the values of multiculturalism are reflected in history textbooks in the Merdeka Curriculum. Does the material presented in the textbook include a multicultural view that emphasizes cultural diversity and the role of various groups in Indonesian history? And what is the role of history textbooks in building tolerant and inclusive attitudes in students? These questions arise from the need to understand that history textbooks in the Independent Curriculum have been able to present material that is not only informative but also educates multicultural characters. This research aims to analyze the existence and application of multiculturalism values in history textbooks in the Merdeka Curriculum. Through content analysis of the history textbooks used, this research aims to determine the extent to which multiculturalism values are integrated into history learning materials.

Methods

The method used in this research is a qualitative research method with a content analysis approach, which is one of the methods used in educational research using literature review. The focus of the study in this method is to examine information contained in the form of documents, data archives, and information in print media or recorded media or similar. The data source analyzed is the history textbook in the Independent Curriculum, for classes X, XI, and XII published by the Ministry of Education and Culture. The analysis method uses triangulation, namely by comparing the results of the analysis with other literature in the form of scientific articles or books.

Result and Discussions

Textbooks are a learning resource that is often used as the main or even the only source for learning. It must be admitted that the existence of textbooks helps teachers in carrying out learning. This intends to develop textbooks, namely as a learning resource using discussion that is relevant to students' thinking abilities as well as being able to help students learn independently. Textbooks were developed to help teachers facilitate the delivery of learning material, while also helping students understand the material presented. Therefore, the availability of textbooks is needed in the implementation of learning, even though its position as the only source of history learning is questionable. Bearing in mind that the existence of textbooks plays more of a role as a learning resource that provides general and simple information about the historical material that is the aim of the learning.

Moreover, at every change in curriculum, textbooks must adapt to the learning objectives to be achieved by the new curriculum. So the government, through the Ministry of Education, Culture, Research, and Technology, has compiled and published textbooks as a learning resource in the Independent Curriculum. Especially for history subjects, learning textbooks will be published starting in 2021 for classes X and XI, and textbooks for class XII will be published in 2022.

Textbook for history subjects in the independent curriculum for class X, written by Sari Oktafiana and edited by Eka Wardana and Hartati. The total number of pages in this book consists of 92 pages, with a table of contents consisting of the major theme "History: Man, Space and Time". The detailed contents of this book consist of (a) an introduction to history; (b) historical research; (c) writing history (historiography); and (d) history and social theory. Then the history textbook for class XI, written by Martina Safitry, Indah Wahyu Puji Utami, and Zein Ilyas, edited by Nurjanti. This book consists of 200 pages, with contents consisting of four main chapters, namely (1) colonialism and the resistance of the Indonesian people; (2) the Indonesian national movement; (3) under Japanese tyranny; and (4) the proclamation of independence. Next is a history textbook for class XII written by Martina Safitry, Indah Wahyu Puji Utami, and Aan Ratmanto, and edited by M. Rizal Abdi. This book consists of 228 pages, with four chapters forming the contents of the book. The four chapters are (1) the struggle to maintain independence; (2) liberal democracy to guide democracy; (3) Indonesia during the new order; and (4) Indonesia is a period of reform.

If examined in general, the textbook for class x contains more conceptual material, namely discussing basic concepts and general concepts of history. Meanwhile, textbooks for classes xi and xii are more factual and chronological, namely discussing the Dutch colonial period to the Reformation. So that it shows conformity with the structure of history subject material prepared in the independent curriculum, thus making it possible to study different material content when viewed from the multiculturalism values that are integrated into it.

The textbook for class The use of examples and case studies can help students understand basic historical concepts as well as understand the character of historical science, and build historical thinking and skills, specifically regarding Indonesian history. In appearance, the design of the book is made as attractive as possible, equipped with pictures, illustrations, and stimulating questions to stimulate students' curiosity so that it can help students learn independently, or at least help students to be actively involved in learning. The book is also equipped with various other learning activities such as group assignments, evaluations, glossaries, and a bibliography to support the learning process. In the subject textbook for class x, there are several multicultural values as follows:

Table 1. Textual Analysis of Multiculturalism Values in Class X History Subject Textbooks

Numb.	Pages	Values
1.	13	Plurality and Tolerance
2.	17	Plurality
3.	68	Equality
4.	70	Plurality

In the class X history textbook, four texts show the existence of the value of multiculturalism, namely on page 13 which shows the value of plurality and tolerance. The value of plurality and tolerance is shown in the explanation of the usefulness of historical knowledge, namely the formation of collective self-identity as part of a community and national group that will foster a spirit of helping each other. Furthermore, on pages 17 and 70, it shows the value of plurality, namely through an explanation of the drum as a cultural representation of one of the communities in Indonesia, specifically Pontianak, but it also explains how the drum has been used since Hindu-Buddhist times and is influenced by Chinese and Indian culture. As well as an explanation of the tradition of the people of Central Maluku as part of the rich culture that exists in Indonesia, which is also carried out in other regions of Indonesia.

Apart from that, there is also the value of equality, which is represented through student activities by analyzing an article that raises the theme of women and gender equality. This highlights the struggle of women to demonstrate the equal position of women and men who are essentially the same as human beings.

Next, the textbook for class xi examines material on Indonesian history starting from the Dutch colonialism period to the proclamation of Indonesian independence, with a presentation arranged chronologically to make it easier for students to study every important event in that period of Indonesian history. This book has an attractive and interactive design that supports students to learn independently and collaboratively, with features such as "Theme Overview" which provides a summary of the material as a form of apperception, "Key Questions" to spark students' curiosity, "Snapshot" which contains photos or illustrations of relevant historical events, as well as "Viva History" as a form of additional explanation in the form of case study examples and other information that is relevant to the material written textually in class 11 history textbooks, based on quantity, the value of multiculturalism is certainly found more often than with subject textbooks for class x, as shown in the following table:

Table 2. Textual Analysis of Multiculturalism Values in Class XI History Textbooks

Numb.	Value	Pages
1.	Tolerance	42, 65, 123-124, 126, 146
2.	Equality	15, 43, 60, 66, 100-104, 112, 123-124, 125,
3.	Democracy	60, 123-124
4.	Plurality	7, 23-30, 53, 123-124

Based on the findings of textual analysis in class XI textbooks, there is quite a lot of material that shows the existence of multiculturalism values. First, the tolerance value appears in several parts of the material from Chapter I to Chapter IV of the book. This value of tolerance appears in the material regarding one of the impacts caused by colonialism, namely "the emergence of racial sentiment", which then explains how this sentiment emerged because there was an opinion that native people were inferior to Dutch people or those of Dutch descent. At the end of the material, the message was given that this sentiment Apart from that, the value of tolerance is also shown in the discussion regarding the involvement of various groups involved in the BPUPKI organization, starting from nationalists, religions, Peranakan Arabs, Peranakan Chinese, Indos, Aristocrats, Journalists and so on, including the involvement of women. Likewise with the role of Chinese figures in PPKI, and how Admiral Maeda treated his guests according to

the beliefs held by his guests, namely by providing sahur for Indonesian freedom fighters, even though Admiral Maeda was not a Muslim.

Second, the value of equality is shown in the presentation of the role of women in Indonesian history, such as the figure of Admiral Keumalahayati, who is recognized by international historians as the first female sea admiral in the world, who was an actor in the counterattack against the Portuguese in Aceh. Apart from that, there is also an emphasis that the struggle to achieve independence is not only carried out by men but also by Indonesian women. This includes the role of women in the struggle for independence during the Japanese occupation, which increasingly required communication and movement because of the organization formed by Japan, namely Fujinkai. The role of women is also increasingly strengthened in the involvement of women as BPUPKI members in the figures of Maria Ullfah Santoso and Siti Sukaptinah, who contributed greatly to the birth of the Republic of Indonesia. Another representation of the value of equality is the equal role between various groups and factions in fighting for independence, as well as feelings of shared fate and shared responsibility which are the forerunners to the growth of nationalism.

Third, the value of democracy is demonstrated by an explanation of the Volksraad, which was a representative institution for the native people during the Dutch East Indies. It is a form of representation of the involvement of the Indonesian people, who at that time were still colonized, to get involved in managing the government so that it became a way to grow awareness that the native people are the same. Apart from that, it depicts the involvement of various groups with different backgrounds in the BPUPKI and PPKI organizations.

Fourth, the value of plurality can be seen in several explanations regarding the diversity of the Indonesian nation, as shown in the sentence "The archipelago as a cultural melting pot" (p. 7). Plurality is also shown through exposure to resistance carried out in various regions in Indonesia. Likewise the depiction of the involvement of various groups with different backgrounds in various efforts to raise awareness as a nation, as well as in the struggle to gain Indonesian independence.

Finally, the textbook for class xii begins a discussion of the struggle of the Indonesian people to defend their independence in the period 1945-1950. The material discussed in this section includes the battle against the Japanese, Allied, and NICA troops, the role of the UN in Indonesia's diplomatic struggle, and the change from the United Republic of Indonesia (RIS) to the Unitary State of the Republic of Indonesia (NKRI). This book also discusses the Liberal Democracy period to the Guided Democracy period (1950-1966). Starting from Indonesia's situation amid the Cold War constellation, the polarization of power and identity politics, an imbalance between central and regional relations, the domino effect of the events of 30 September 1965, to the chaos of changing power from President Soekarno to President Soeharto. Next is a discussion of the New Order period (1966-1998) and Indonesia's Reform Period. The discussion of the history of Indonesia during the New Order period includes a discussion of various economic and political policies of the Soeharto government including responses and resistance to these policies. Topics such as the March Eleventh Order (Supersemar), the dual function role of ABRI, developments in education and health, the monetary crisis, and the beginning of the reform movement. Meanwhile, material from the Reformation period discusses events leading up to reform, expanding access to education, bureaucratic and BUMN reform, political freedom and expression, infrastructure development, to handling disasters that occurred in Indonesia. This book also discusses the development of technology and digital activism, as well as the role of citizen journalism in the Reformation era. In the history textbook material for class xii, the textual findings of multicultural values can be seen in the following table:

Table 3. Textual Analysis of Multiculturalism Values in Class XII History Subject Textbooks

Numb	Value	Pages
1.	Tolerance	16
2.	Equality	18, 53-61, 81, 82-83, 103, 127-128,
3.	Democracy	83-85, 95, 111, 126, 154-156, 159, 161, 163-170,
4.	Plurality	22-31, 44-45, 51, 78, 95,

Based on the table above, shows that the values of multiculturalism contained in history textbooks for class xii are more dominant in the values of equality and democracy, although the values of tolerance and plurality also remain. The value of tolerance as the lowest value of multiculturalism is demonstrated by the explanation of the violent incidents that occurred at the beginning of Indonesian independence. The emergence of acts of violence that trigger divisions in society, due to a sense of distrust between communities and hatred towards parties who are considered not to side with the Indonesian people and nation. However, it was explained that the incident that emerged was a humanitarian tragedy, and involved violence, an event that is not desirable to happen again, both in the present and in the future.

The value of equality is found in the explanations and images that appear, such as the use of images of women fighters as part of the KRIS youth armed forces who are also volunteers from Sulawesi. The role of women in the struggle to maintain independence is also explained at quite some length, namely the role of women in the fields of medicine and health, education, as well as public kitchens and logistics. The existence of women's organizations also explained their role during the Liberal Democracy and Guided Democracy era, namely in discussing issues such as marriage laws and polygamy. Furthermore, the ratification of Mother's Day in Indonesian history was linked to the women's social movement, namely the holding of a women's congress on 22-25 December 1928, aimed at remembering and living up to the spirit of the awakening of Indonesian women. Apart from that, the progress of women in the international arena is also used as one of the articles analyzed as part of the evaluation (assessment) of students. Female figures are also not out of the spotlight, through the figure of Maria Ullfah Santoso who contributes to the social and legal fields, as well as Dr. Sulianto Saroso plays an important role in controlling the number of educators and public health in Indonesia. Apart from women, equality is also demonstrated by the involvement of various groups in the struggle to defend independence, such as artists, writers, and students.

Furthermore, the value of democracy is demonstrated in material regarding the implementation of the 1955 general election (Pemilu), the first general election held in the independent country of Indonesia. Apart from that, equal distribution of education and health is also part of the representation of democratic values, equal distribution of education aims to reduce the high level of illiteracy in society while improving the quality of human resources. Meanwhile, equal distribution of health services also aims to improve public health conditions. Student demonstrations can also be said to represent democratic values, which aim to fight for people's demands due to socio-economic conditions that cause people to suffer.

The value of democracy can also be seen from material regarding improvements to the civil service recruitment system which is increasingly open, thereby providing equal opportunities for all citizens. Policy improvements are not only for civil servants, private workers also have their rights in accordance with the labor law which has been made to be more favorable to workers. Regional autonomy and political freedom policies are also part of the material that represents democratic values.

Based on each textual analysis of history textbooks, it can be seen that the value of multiculturalism is more prevalent in history textbooks for class xi and class xii. As can be seen in the following table:

Table 4. Percentage of Multiculturalism Values in History Subject Textbooks

Numb.	Value	Textbook		
		X	XI	XII
1.	Tolerance	1	5	1
2.	Equality	1	8	6
3.	Democracy	-	2	8
4.	Plurality	3	4	5
Total		4	19	20
Percentage		9%	44%	46%

A higher percentage of multiculturalism values are found in factual material as found in textbooks for classes XI and XI, compared to class X where the material places more emphasis on conceptual understanding of history. This is because conceptual material does not directly contain multicultural values, in contrast to factual material which can directly contain multicultural values. Because historical events are

a means of exploring multiculturalism awareness (McClinchey, 2020). So, material that describes more historical events will of course contain more multiculturalism values.

Regardless of whether there are many or few multicultural values in the textbook, of course, what is more important is the essence of multicultural values as forming multicultural awareness (Feng et al., 2024). The values of multiculturalism, namely tolerance, equality, democracy, and plurality, have a very important role in giving meaning to the history learning delivered (Siscoe, 2024).

The value of tolerance presented discusses more about the role of social groups from various groups which have become an inseparable part of the history of the Indonesian nation, namely the struggle against colonialism, as well as efforts to form national consciousness. Of course, these materials do have a big role in forming tolerance, one of which is material about national movements or the Youth Pledge (Budi Utom (Nasution et al., 2024; Dewojati & Arifin, 2024). So that it becomes the right tool as a medium for instilling the value of tolerance in students.

Meanwhile, the value of equality found in textbooks emphasizes the role of women in Indonesian history. This is of course an effort to raise awareness that the role of women in Indonesian history is very important, even though it is often not conveyed in Indonesian historical narratives (Parlindungan & Short, 2024). So that through this textbook it can strengthen students' understanding of the role of women as heroes and historical actors. As well as building awareness that both women and men have the same position and role in life.

The democratic values in textbooks are represented in the equal distribution of rights that belong to everyone, freedom to choose and express opinions, the right to obtain health services and education, as well as making more pro-people policies. Of course, this is important, considering that in the history of the Indonesian nation, the struggle to obtain independence and social justice has been very long.

Lastly is the value of pluralism, which is raised through an explanation of the diverse conditions of the Indonesian nation. Consisting of various groups coming from various backgrounds, who play a very important role in achieving independent Indonesia and the sustainability of Indonesia as a united country and nation. The existence of Chinese figures and the use of examples depicting cultural traditions originating from several regions in Indonesia helps build a narrative that the Indonesian nation was not only built by a few people or the majority group.

Conclusion

The value of multiculturalism in history textbooks is more often represented in factual historical material compared to conceptual material because historical events are more likely to be associated with or used as examples of the value of multiculturalism. An explanation of the value of multiculturalism by strengthening the role of women, as well as the involvement of various groups and groups in historical events helps provide an overview of the condition of the multicultural Indonesian nation. However, to help carry out meaningful multicultural history learning, it can be strengthened by using more contextual examples so that they are more easily linked to the material being studied.

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