

Implementation of Multicultural Education in Learning at State Primary School 01 Alitupu

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ABSTRACT

Multicultural education in learning has an important role in building mutual respect and respect for differences in the lives of students at school. One of the schools that implements multicultural education in learning is SD N 01 Alitupu. For this reason, this research aims to discover and explain the implementation of multicultural education in learning held at SD N 01 Alitupu. The research method used is a case study, namely examining and analyzing the success of multicultural education in learning implemented by SD N 01 Alitupu. Data collection techniques are carried out using interviews, observation, and documentation where the data results are examined through data reduction techniques, data presentation, and data verification. The results of the research are the substantive foundations used by schools in implementing multicultural education, namely religion and Pancasila which are integrated into learning in each subject. The learning process is carried out based on conveying knowledge and multicultural values originating from religion and Pancasila.

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1. INTRODUCTION

Education is one of the most important components of life and society. In life, education is something that includes matters that always accompany every human step in the life of the nation and state. Education also aims to enable a nation to become advanced in all aspects of civilization that accompany it. That is why a civilization that makes education the main key in implementing the essence of life can answer all the questions and challenges faced by humans in the future as time progresses (Hapudin, 2021).

Education in this context is an effort to reconstruct a civilization, which is one of the basic needs required by every human being and an obligation that must be carried out by components of society and the state in order to form a society that has the understanding and ability to carry out the functions

of life in harmony with its nature and is able to develop. their lives become better from each period to the next (Sukarno, 2021).

Therefore, until now education is still believed to be the biggest factor in realizing effectiveness in developing the quality of one's intelligence as well as the most effective way to give birth to a generation that appreciates every diversity through systematic education with even distribution (Setiaji, 2022). In education there is a reciprocal (reciprocal) relationship between the world of education and social society. This relationship means that what takes place in the world of education is a reflection of the actual conditions in complex social life (Naim and Sauqi, 2021).

It is not surprising that education always positions schools as a means of distributing education in the fields of knowledge and attitudes. This is related to the existence of schools that always reflect the values of their community, for example, the attitudes of teachers, students and education staff. All of these attitudes stem from one's own experiences and cultural perspectives and have an influence on educational activities at school. This means that schools always reflect the educational activities they carry out, especially education carried out in classrooms, which is often referred to as learning carried out by teachers towards students (Maunah, 2020).

Likewise, it is inevitable that this happens to students who come from various ethnic and cultural backgrounds. These different cultural systems meet in pluralistic schools and classrooms and can give rise to cultural conflicts that can only be mediated and reconciled through the effectiveness of enlightened instructional processes, opening up rigid and fluid cultural boundaries (Naim and Sauqi, 2021). This happens because of Indonesia's existence as a country rich in cultural diversity, so multicultural education is one solution to respond to the diversity that exists in Indonesia. Apart from that, Indonesia is a country that has many very diverse cultures, such as traditional houses, traditional ceremonies, traditional clothing, traditional dances, traditional musical instruments and social cultures in society (Sari and Najicha, 2022).

This multicultural education has a significant contribution and value in building understanding and awareness of the substance and values of plurality (Bhaidawy, 2020). Indonesia itself is a diverse country, rich in cultural diversity from its ancestors. In the social life of society, multicultural education is an important component in order to maintain harmony in various kinds of diversity. Multicultural education is also very relevant to the principles of implementing national education as stated in Law no. 20 of 2003 concerning the national education system chapter III article 4 paragraph 1 which states "education is carried out democratically and fairly and is not discriminatory by upholding human rights, religious values, cultural values and national pluralism" (UU No. 20 of 2003 concerning the National Education System National Education).

From here, research on multicultural education in the context of learning in elementary schools has been widely studied. There are at least three representative studies or research discussing multicultural education in learning in elementary schools. First, research by Kurniawan & Iskandar (2021) which examines the transformation process of multicultural education in learning by developing batik learning media. Batik is used as a learning medium that organizes students to understand and understand the value and meaning of local motifs in batik. Introduction developed with batik activities in learning. With this batik activity, multicultural understanding and attitudes can be instilled in students. Second, research by Azkiya, et al. (2022) which develops the value of multicultural education in e-module learning media and resources. Character education can be developed in learning using e-modules designed to deliver multicultural education to students.

The two studies above position multicultural education in a learning context, namely using batik and e-module learning media and resources in an effort to introduce multicultural education to students. This confirms that these two studies focus on media and learning sources, not on learning. This is what makes research related to learning development in the internalization of multicultural education necessary. This is important because learning is an important activity in instilling multicultural values in students (Admila, 2023)

Therefore, multicultural education in schools also provides awareness that ethnic, ethnic, cultural, religious and other differences are not an obstacle for students and the entire school community to unite. Meanwhile, from the perspective of Islamic religious education, the idea of multiculturalism is not something new that has been put forward, because Islam teaches how to respect the existence of other people with the concept of brotherhood which is not only limited to one group and views the highest value of a servant as lying in his devotion and closeness to Allah.

SDN 01 Alitupu is a school where there are heterogeneous students, who have different backgrounds in terms of ethnicity, ethnicity, culture, religion, intellectual level and social status. SDN 01 Alitupu is an elementary school located on Jalan Besar Trans Sulawesi, Lore Utara sub-district, Poso Regency. With a school population of \pm 300 people consisting of students, teachers and other school employees. Of these, they consist of various ethnicities, religions and cultures. There are Kaili, Bugis, Toraja, Manadonese and Javanese tribes as well as tribes native to the Napu area. There are also Muslims, Protestant Christians, Catholic Christians, Hindus and Buddhists.

This diversity is vulnerable to triggering conflicts between students that extend to conflicts between students' parents and even conflicts between ethnicities and religions. Conflicts that occur often occur at school and outside school. However, diversity or differences do not have to be a conflict in social life or in the school environment. This difference is a lesson that complements the shortcomings of each individual as a social creature. This is what makes SDN 01 Alitupu implement multicultural education in learning as a solution to mediate various kinds of conflicts due to diversity. The aim is to realize equality in diversity in the lives of students at school. For this reason, this research will examine the implementation of multicultural education in learning carried out at SD N Alitupu.

2. METHOD

The method used in this research is descriptive qualitative, namely a research method based on the positivism paradigm which is used to study phenomena, including the phenomenon of multicultural education in education (Sugiyono, 2020). The data collection techniques used were (1) observation of the learning and daily activities of students and teachers at SD N 01 Alitupu; (2) interviews were conducted with teachers, principals and students at SD N 01 Alitupu regarding the implementation of multicultural education in learning; and (3) documentation in the form of field notes, learning plans, and other supporting school documents (Moleong, 2023).

The data that has been collected is then studied and analyzed using three important steps. First, carrying out data reduction, namely making a summary, selecting the main things, focusing on the important things, looking for themes and patterns, and deleting or discarding what is deemed unnecessary (Creswell, 2022). In this way, the reduced data will provide a more specific picture and make it easier for research to collect further data and look for additional data if necessary. Data reduction is carried out with the consideration that the amount of data obtained from the field is quite large, therefore it needs to be selected and sorted according to the needs in solving research problems (Miles & Huberman, 2021).

Second, data presentation, namely presenting data with the aim of making the data structured and organized in such a way that it is easier to understand. At this stage it can help the writer collect relevant information so that it becomes information that can be derived and has meaning (Hadi, 2021). Third, data verification, namely carrying out qualitative data analysis, drawing conclusions based on research findings and verifying the data (Mulyana, 2022). The initial conclusions expressed are still temporary and will then change if strong evidence is found that can support the next stage of data collection. The process of obtaining this evidence is called data verification (Muhadjir, 2020).

3. FINDINGS AND DISCUSSION

Multicultural education is based on education that always prioritizes understanding and attitudes. Understanding diversity must be recognized and appreciated, which leads to appreciation for diversity (Machfud, 2023). This appreciation then gives birth to an attitude of upholding diversity. Always

respect and respect a person's differences and diversity (Yaqin, 2022). For this reason, multicultural education leads to an attitude of mutual respect and respect in life, including in school life which is the basis of educational social institutions that regulate relationships between students (Suryana and Rusdiana, 2023). It is here, to realize this multicultural attitude, that multicultural education is then practiced and implemented by SD N 01 Alitipu in the context of its learning development.

The implementation of multicultural education in learning at SD N 01 Alitipu has started in 2022. The implementation process is carried out in stages. One of the stages is carried out in the classroom learning room. This means that in every learning activity carried out by the teacher in the classroom, the teacher always implements multicultural education. In its implementation, multicultural education itself is carried out directly by teaching staff such as the teacher council at SDN 01 Alitipu, including Islamic Religious Education teachers. This means that all teachers, preferably religious education teachers, always integrate learning with multicultural education. In teaching and conveying learning material to students, teachers always integrate values in multicultural education (Al Hakim, 2021).

The implementation of multicultural education in learning at SD N 01 Alitipu has been supported by a good school diversity ecosystem. This can be identified in a multicultural learning environment by 250-300 students come from various ethnicities, religions and different cultures. This fact means that diversity in classes and schools must be managed well through learning based on multicultural education so that diversity can be put to good use in learning. From here, schools play a direct role in multicultural education which is implemented in learning held in classrooms or schools (Admila, 2023).

The implementation of multicultural education in learning at SD N 01 Alitipu was then developed based on two important conceptions. First, multicultural education that is based on and in harmony with the values contained in Islamic religious guidelines, namely the Al-Qur'an and hadith. This means that multicultural education in learning at SD N 01 Alitipu is prepared and implemented based on religious principles, especially Islam because it is the majority religion at SD N 01 Alitipu. Through learning in the classroom, multicultural education is transformed into an Islamic spirit and dignity that upholds diversity. Learning is also designed to convey Islamic values integrated into subjects with additional content on cultivating multicultural attitudes in students (Mustafida, 2020). As a result, students can understand science on a multicultural basis based on Islamic values.

Second, Multicultural education implemented in learning is based on Pancasila values. This means that learning in implementing multicultural education is based on the values in Pancasila. Pancasila as the foundation of the state is used as the foundation for multicultural education which is implemented through learning. Learning can also convey knowledge as a basis for subjects well, and can also transform multicultural education which is based on Pancasila (Kurniawan & Iskandar, 2021). From here, learning can be a means of implementing multicultural education which is rooted in and based on Pancasila. The result is that students' understanding of multicultural education is contextualized with the lives of diverse communities in national and state relations.

These two foundations are then implemented in learning. This means that the process of implementing multicultural education must of course be in accordance with the foundations of Islamic religious law, namely originating from the Al-Qur'an and Hadith and Pancasila values. This was also confirmed by Mrs. Sarlina, as an Islamic religious education teacher who teaches at SDN 01 Alitipu, who revealed that in terms of teaching multicultural education at this school, as an Islamic religious education teacher, of course my reference is the Al-Qur'an and hadith because after all multicultural concepts are also taught in the Islamic religion (Results of interview with Sabrina, PAI teacher on July 7 2024).

So, the multicultural education learning process at SDN 01 Alitipu is always adjusted and harmonized based on the religion of each student as well as the teacher and the subjects taught and based on Pancasila values. For example, in the subjects of Islamic religious education and character based on the Koran and Hadith, the same applies to other religions because multicultural education itself is also in line with the goals of all religions, namely to create a sense of security and peace. From this religious basis, Pancasila was then harmonized in a religious context so that students'

understanding of multicultural education remained based on religion and statehood which could be well understood (Azkiya, et al., 2022).

Through a learning process like this, learning activities are in accordance with the students' religion and are contextual to the life of society and the state. This adjustment in the harmony of religion and Pancasila will have an impact on students' respect and appreciation for their own religion and country, namely the religion adhered to by students which is manifested in an attitude of appreciation and respect for diversity and differences in national life. This attitude of appreciation and respect then makes multicultural education able to be understood and implemented well by students in the life of school and society based on religious values and Pancasila.

From here, by perceiving the diversity of students at SD N 01 Alitupu, learning at school in delivering multicultural education is always in line with what is taught by religion and state demands. Two foundations that require students as human beings to be fair and achieve equality in terms of living in society without feelings of envy or discrimination between one another. Another example is how God tells us to be brothers and sisters with each other. Siblings are people who help each other, respect and love each other. On the other hand, Allah does not like people who hate each other, envy each other and are hostile to each other. In the life of such a nation, Pancasila teaches society, including students, to work together and work together in solving national problems without discriminating against diversity.

In this context, in general, SDN 01 Alitupu has two religious adherents: the majority, namely Islam and Christianity. Likewise with multicultural education in the learning implemented by Marie, as a Christian religious education teacher, she also emphasized that Christian religious character education also continues to apply multicultural values, one of which is how to respect each other's differences (Results of interviews and observations). This means that the implementation of multicultural education in learning prioritizes religious bases and Pancasila as its foundation. The aim is for students to be able to appreciate and respect each other's differences in religious and state contexts (Ramdhan, 2021).

From this, it can be identified that the multicultural education implemented in education at SD N 01 Alitupu is contextual with social and religious life. This, for example, can be identified in the learning carried out by Islamic religious education teachers and Christian religious teachers. Both implement multicultural education that upholds religious values, unity and oneness. This is what makes the multicultural understanding and attitudes of students at SDN 01 Alitupu well developed. The implementation of cultural education in learning involves teaching multicultural education based on religious guidelines and Pancasila. Religion provides mutual respect between religious adherents and mutual cooperation in social and state life. As stated by Mrs. Yane, as the principal of SDN 01 Alitupu, who explained that multicultural education in question must also refer to the values contained in religion and Pancasila.

This is also proof that multicultural education exists as a unifying solution to the many differences in the school environment. Differences in religion, be it Islam, Protestant Christianity or Catholic Christianity, are not a problem in creating a harmonious life. Multicultural education that is in harmony with the values contained in religion and Pancasila for fellow Indonesian people is one homeland that cannot be divided by differences. What is meant by multicultural education refers to the values of Pancasila, namely the implementation of each existing principle and the practice of implementing it which is real and can be felt. For example, in the first principle of Pancasila which explains how the position of God Almighty is in the first place as a symbol that whatever belief is held by each individual is an absolute right that cannot be forced and is contested (Admila, 2023).

Multicultural education which is based on Pancasila values is also proven by the presence of Pancasila posters in every class as well as reading the Pancasila text carefully in class every time you want to start learning, as stated by Vinsen, one of the 6th grade students who explained that every day before starting learning We always pray together followed by reading the Pancasila text aloud. This routine activity also received praise and a positive response from the students' parents, as stated by Mr.

Firman from our interview in the parking lot of SDN 01 Alitupu while he was waiting for his child to leave class to go home. "I think this is a very good activity because it can familiarize students with upholding the values of Pancasila. This habit includes multicultural education which is implemented at SDN 01 Alitupu as a form of education for students to maintain harmony and mutual respect among the large diversity of peers in interacting and socializing both at school and outside school.

Through multicultural education implemented in this learning, students at SD N 01 Alitupu can understand the subject material well. From understanding these subjects, students can identify and understand the multicultural dimension in all their learning, especially in learning religious subjects. Multiculturalism which is built on the basis of religion and Pancasila makes students able to position themselves as religious individuals, who always respect other students of different religions, as well as individuals who uphold Pancasila values in their school and social life. This is what makes students at SD N 01 Alitupu able to portray themselves as students who respect their friends who are different because of the understanding of religion and Pancasila that they gain through learning in delivering multicultural education.

4. CONCLUSION

Based on the studies and research above, it can be concluded that SD N 01 Alitupu is an elementary school that has developed multicultural education in classroom learning. Learning that is able to form an attitude of mutual respect and respect for diversity, including diversity between students. The multicultural education implemented is built on the foundation of religion and Pancasila. The religious foundation rests on religious learning in accordance with the students' religion, while the Pancasila foundation rests on a national attitude which is presented in respect and appreciation between diverse students. Multicultural education based on religion and Pancasila which is integrated into learning in every subject. The learning process is carried out with the focus on conveying knowledge and multicultural values originating from religion and Pancasila.

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