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## MULTICULTURAL EDUCATIONAL VALUES IN LEARNING HISTORY

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### Abstract

*Multicultural education is education that is based on the principles and principles of multiculturalism. The concept of multiculturalism is the diversity that recognizes and accepts human differences and similarities related to gender, race, religion, and social class based on democratic values and understanding that builds cultural pluralism to avoid prejudice and discrimination. The method used in this research is qualitative with a descriptive approach. This study aims to inculcate multicultural values through learning history. The results of the study show that learning history has a major contribution to the development of multicultural education, through learning history which presents historical facts that have a diversity of identities and cultures. Learning history, can provide an understanding of the differences that exist and contribute to the cultivation of the values of multicultural education properly.*



## INTRODUCTION

Education is an important pillar in human life. The application of quality education can have a positive impact on students. Education is one of the means to promote the general welfare, especially in educating the life of the nation, contained in the 4th paragraph of the 1945 Constitution.

The problem of education is a very important issue, because education influences the development of human life, in this case, the government has regulated and directed national education as stipulated in Law Number 20 of 2003 concerning the national education system. Article 3 states that the purpose of national education is to educate the life of the nation, by prioritizing the development of the potential of students to become human beings who believe and fear God Almighty, have a noble character, are healthy, independent, and have the knowledge and are capable and creative so that they become Indonesian people democratic and responsible.

The Indonesian nation is a nation that has a variety of different cultures, ethnicities, traditions, languages, and religions. If this diversity is not addressed wisely, it will cause problems. Problems that will arise such as rebellion, corruption, collusion, nepotism, poverty, violence, environmental destruction, separatism, and loss of humanity to respect the rights of others, are concrete forms part of this multiculturalism. In this regard, multicultural education offers an alternative through the application of educational strategies and concepts based on the use of diversity in society. The development of the Indonesian nation, which has a diversity of religions, cultures, ethnicities, and languages, no longer requires the concept of monocultural-exclusive and discriminatory education (Bikhu Parekh 2002: 224-225).

Through learning, history can overcome these problems. Learning that has not been maximized results in learning objectives that have not been achieved, therefore the teacher reveals that there is a need for a special formula to support the success of learning. Learning history has an important role in helping students to develop themselves and become good citizens.

Instilling the values of multicultural education in students is very important to anticipate conflicts. Historical material delivered during learning can provide an understanding of multicultural values. Students do not just understand the material presented but can implement what is obtained in everyday life. So that the learning delivered can give meaning to students. Through learning history, students are expected to be able to understand the differences that exist and can foster mutual respect. Instilling the values of multicultural education through learning in students is very important. Students can understand the diversity that exists through the process of learning history.

The learning process is an activity in which the teacher conveys the material to students. Learning activities carried out in an educational institution certainly lead to changes in behavior and a better mindset. According to Dalyono (2009: 49), "learning is a business or activity that aims to make changes in a person, including changes in behavior, attitudes, knowledge, skills, and so on".

The roots of multicultural education originate from the attention of an American education expert, Prudence Crandall (1803-1890) who intensively disseminates views about the importance of students' backgrounds, both in terms of cultural, ethnic, and religious aspects. Education that takes students' backgrounds seriously is the forerunner to the emergence of multicultural education (Banks, 2006; Suparlan, 2014). In general, multicultural education is a concept and practice of education that tries to provide an understanding of racial, ethnic, and cultural diversity in society. Based on the existing problems, it is necessary to instill Multicultural Education Values Through Learning History.

## METHOD

This research method uses a qualitative descriptive approach. According to Bungin (2006: 147), qualitative research is defined as research that produces descriptive data in the form of observable words or actions with an emphasis on developing concepts and understanding patterns in the data. This study describes the inculcation of multicultural educational values in history learning. Starting from planning, and process, to assessment in instilling the values of multicultural education in learning history.



## RESULTS AND DISCUSSION

### 3.1.1. History Learning

Learning comes from the term learning, the term learning according to Trianto (2009: 9) is a process that must be marked by a change in a person. Changes from the results of the learning process can be identified in various forms, namely knowledge, understanding, attitudes or behavior, skills, skills, and abilities, as well as changes in other aspects that exist in individuals who learn.

Oemar Hamalik (1997: 37) argues that learning experience and training are defined as a process of changing behavior thanks to experience and training. Besides that, learning according to Aunurrahman (2011: 35) is a conscious effort made by individuals in changing behavior both through training and experience involving cognitive, affective, and psychomotor aspects to obtain certain goals.

Jerome Burnner in Trianto (2009: 15) says that learning is an active process in which students build (construct) new knowledge based on experience or knowledge they already have. The view of constructivism in entering the learning process is impossible for a student not to have prior knowledge that has been obtained in the previous learning process. Constructivism's the view that learning is not merely transferring knowledge that is outside of itself, but learning is more about how the brain processes and interprets new experiences with the experiences it already has.

History According to Marc Bloch is a science within the scope of time. H.G. Wells argued that human history is a history of ideas. Meanwhile, E.H. Carr stated that dialogue is endless between the present and the past (Kochhar, 2008: 2).

The nature of history in studying several things including history is the science of humans, history studies humans in the scope of time, history studies humans in scope, history explains the present, history is a dialogue between past events and developments into the future, and history is a story about the development of human consciousness both in individual and collective aspects (Kochhar, 2008: 3-6).

I Gde Widja (1989:23) states that learning history is a combination of learning and teaching activities in which it learns about past events that are closely related to the present. In addition, there are also Ibn Khaldun and Moedjanto (Suswandari, 2010: 31) who say that there are several reasons behind it why history can be studied and becomes one of the teaching materials in the education curriculum, namely: 1) intellectual reasons that originate from the human curiosity to know past of their civilization, 2) existential motivation, namely amnesia to ask about their origins, 3) legitimacy motivation because they want to obtain legitimacy for their position.

Kardisaputra in Isjoni (2007: 89-90) states that learning history is by the characteristics of history, namely: 1) inviting students to think about history by imaginative thinking by imagining something that existed and or has happened, 2) intellectual students are trained in the form of learning activities by drawing generalizations in history by using inquiry learning, 3) students are invited to learn concepts inductively or deductively, concepts are a vehicle for scientific thinking, 4) develop intellectual thinking skills in learning characterized by rote learning and reception learning, and 5) showing the realities that live in society by instilling historical awareness and historical perspective.

### 3.1.2. Multicultural Education

Multiculture is an undeniable aspect for all Indonesian people, whether we realize it or not. Fay argues that multicultural shows something crucial in the contemporary world. Multicultural differences between one another and the existence of social interaction are part of the understanding of living together in different socio-cultural contexts (Brian Fay, 1998: 3-4).

The National Council for Social Studies (Gorski, 2001) proposes many functions which show the importance of the existence of multicultural education. These functions are:

- 1) Gives a clear self-concept.
- 2) Help understand the experience of ethnic groups and cultures in terms of history.
- 3) Helping to understand that conflicts between ideals and reality do exist in every society.
- 4) Help develop decision-making, social participation, and citizenship skills
- 5) Get to know the diversity in the use of language (Sutarno, 2007: 61).

Conceptually, James Banks (2010: 3) states that Multicultural Education is: Multicultural education is an idea, an educational reform movement, and a process whose major goal is to change the structure of



educational institutions so that male and female students, exceptional students, and students who are members of diverse racial, ethnic, and cultural groups will have an equal chance to achieve academically in school.

Seeing the reality of the diverse and pluralistic Indonesian nation that can appear anywhere and in any form, the strategic effort that can be taken in fostering understanding, tolerance, and mutual understanding is through the educational process. Education that takes sides with diversity and accommodates differences to achieve the same goal, namely being educated, is multicultural (Danoebroto, 2012: 96).

James A. Banks (2002:14) further explains that multicultural education is a way of looking at reality and a way of thinking, and not just content about various ethnic, racial, and cultural groups. Specifically, Banks states that multicultural education can be conceptualized on five dimensions, namely: (1) content integration; content integration deals with the extent to which teachers use examples and content from various cultures and groups to illustrate key concepts, principles, generalizations and theories in their subject area or discipline, (2) the process of constructing knowledge; something related to the extent to which teachers help students understand, investigate, and to determine how the implied cultural assumptions, frames of reference, perspectives and prejudices within a discipline affect the way knowledge is structured within it, (3) reduce prejudice; this dimension focuses on the characteristics of students' racial attitudes and how these attitudes can be changed by teaching methods and materials, (4) equality pedagogy; An equity pedagogy exists when teachers modify their teaching in ways that will facilitate the academic achievement of students from different racial, cultural, and social class groups. Included in this pedagogy are the use of multiple teaching styles that are consistent with multiple learning styles within different cultural and racial groups, and (5) empowering school culture and school structures; grouping and naming practices for sports participation, disproportionate achievement, and interaction of staff, and students across ethnicities and races are some of the components of school culture that must be examined to create a school culture that empowers students from diverse groups, races, ethnicities, and cultures (Muslimin, 2012: 89).

The multicultural education paradigm offered by Zamroni (2011) is as follows: (1) multicultural education is at the heart of creating educational equality for all citizens, (2) multicultural education is not just changing curriculum or changing learning methods, (3) multicultural education transforms awareness which direction should the transformation of educational practices go, and (4) experience shows that efforts to narrow the education gap are misdirected which create greater inequality (Muslimin, 2012: 89-90).

The purpose of multicultural education in the National Education System Law is: to add sympathy, respect, appreciation, and empathy for adherents of different religions and cultures. The main goal of multicultural education is to instill sympathy, respect, appreciation, and empathy for adherents of different religions and cultures. Gorski in Budianta, (2003: 13) in (Yenny Puspita, 2018: 287) multicultural education aims to facilitate learning experiences that enable students to reach their maximum potential as students and as individuals who are active and have high social sensitivity locally and nationally and international levels. global as well as realizing a nation that is strong, advanced, just, prosperous, and prosperous without ethnic, racial, religious, and cultural differences. With the spirit of building strength in all sectors so that mutual prosperity is achieved, having high self-esteem, and being respected by other nations.

According to Chairul Mahfud (2009: 259-260), the significance of multicultural education in Indonesia is; First, as an alternative means of conflict resolution. Second, society is not uprooted from its roots. Third, as the basis for the development of the national curriculum. Fourth, towards a multicultural Indonesian society.

### **3.1.3. Multicultural Educational Values in Learning History**

Etymologically, value comes from the word value (English) and comes from the word valere (Latin) which means strong, good, and valuable. Thus, in simple terms, value is something that has good value according to the standards of logic (good-bad), aesthetics (good-bad), ethics (fair-unfair), religion (haram and halal), and law (valid-valid), as well as become a reference and/or belief system in life and life (Suyatno, 2012: 36). According to Tilaar (2004: 84), multicultural values that are applied as an indication of accepting the reality of diversity consist of: Learning to live in difference; Building mutual trust; Maintain mutual understanding; Uphold mutual respect; Open in thinking; Appreciation and interdependence; Conflict resolution; Reconciliation without violence.

According to Mukti (2003: 177) value is a fundamentally abstract concept regarding standard attitudes and actions that can determine individual identity, and how the individual lives and treats other people. Individual behavior and character are a reflection of the values that are used as a way of life. Louis



Raths in Mukti (2003: 178) states that there are seven characteristics of value, namely: (1) something we uphold and appreciate, (2) we are willing to admit and declare in front of other people, (3) not because of coercion, (4) are chosen through careful consideration, (5) are chosen freely and consciously, (6) these values are actualized in actions, (7) actions are carried out repeatedly.

Regulation of the Minister of National Education of the Republic of Indonesia Number 22 of 2006 concerning Content Standards listed in the Appendix to the Ministerial Regulation, for primary and secondary education units it is explained the material and objectives of learning history, the subject of History has strategic meaning in the formation of dignified national character and civilization and in the formation of Indonesian people who have a sense of nationality and love for the motherland, in general, historical material:

- 1) Contains the values of heroism, exemplary, pioneering, patriotism, nationalism, and unyielding spirit which underlies the process of forming the character and personality of students.
- 2) Contains a repertoire of civilizations of nations, including the civilization of the Indonesian nation. This material is fundamental educational material for the process of forming and creating the civilization of the Indonesian nation in the future.
- 3) Instill awareness of unity and brotherhood as well as solidarity to become the nation's glue in facing the threat of national decentration.
- 4) Loaded with moral teachings and wisdom that are useful in overcoming multidimensional crises faced in everyday life.
- 5) Useful for instilling and developing a responsible attitude in maintaining environmental balance and sustainability.

Learning history is a national lesson that is found in various levels of education from Elementary School (SD) to High School (SMA) which has the task of instilling and cultivating the spirit of the nation and homeland. The main task of history is to instill character-building in students. Learning history can generate empathic awareness in oneself and among students, namely sympathy and tolerance towards other people accompanied by mental and social abilities to generate imagination and creative, innovative, and participative attitudes (Aman, 2011: 2).

Learning history can instill multicultural values. Learning history has contributed to the development of students. The historical materials provided provide knowledge and shape attitudes to respect each other's similarities and differences. Students are taught to always understand and interpret every learning process that is carried out.

The learning process to instill multicultural values cannot be separated from the learning model. Learning models are felt important to achieve the goals set. The process of instilling multicultural values in learning history can use the habituation method. This method is considered suitable to be applied in the classroom and outside the classroom.

Learning history can have a positive impact on students. Instilling the values of multicultural education through learning history gives its meaning to students. The values that can be taken by students include: upholding mutual respect, tolerance, learning to live with differences, mutual respect, and fostering an attitude of cooperation.

## CONCLUSION

Instilling the values of multicultural education through learning history is very important to minimize the occurrence of conflict. Because of the diversity that exists such as religion, ethnicity, ethnicity, culture, language, and tradition. So it is necessary to understand and interpret any differences that exist. Through learning the history of instilling multicultural values can be conveyed properly. The values that can be taken include upholding mutual respect, and tolerance, learning to live with differences, mutual respect, and fostering cooperation.

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