



Implementation of Multicultural Education in History Learning in Keritang High School of Riau

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Abstract. Education aims to prepare students to become a generation that has insight, knowledge, attitudes and actions in the life of the nation and state that pays attention to cultural backgrounds. One component in education is the teaching and learning process (learning). Multicultural education can be implemented through a learning process, namely by using multicultural-based learning, namely a learning process that is able to accommodate all differences, both in terms of culture, ethnicity, race, religious groups in a harmonious, tolerant, and mutually respectful container. History subjects at school can be a place for multicultural learning for students. This study aims to determine the implementation of multicultural education in history learning at SMA Negeri 1 Keritang, Indragiri Hilir Regency, Riau. This study involved principals, vice principals, history teachers, and students as resource persons in the interviews. The data obtained were analyzed through data reduction, data presentation, then drawing conclusions that were described according to the facts in the field. The findings show that multicultural education in history learning has been integrated into the syllabus and learning implementation plans accompanied by the integration of multicultural values by the teacher. With this research, it is hoped that it can be a reference for other schools in implementing multicultural education.

Keywords: multicultural education · history learning

1 Introduction

Indonesian society and culture is a mosaic with very rich diversity. This diversity includes ethnicity, race, religion, geographical area from Sabang to Merauke and so on. On the one hand, the diversity of the Indonesian nation can be seen as an extraordinary cultural wealth that is considered a gift from the creator, but on the other hand diversity also contains conflict vulnerabilities if community members or the government are wrong in processing and caring for it. Nuances of ethnicity, religion, race, inter-group (SARA), for example the conflict between Ambon and Poso in 1999, the conflict that occurred in Sampit in 2001 between the Madurese and Dayak tribes, the 2015 Tolikara riots, and the Destruction of Places of Worship in Aceh Singkil in 2015 One of the reasons is the lack of understanding and various means.

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Talks about the importance of multicultural training in Indonesia that are echoed through various symposiums and studios, are convinced by that Indonesia is a country that has many problems related to social, ethnic differences, and tight meetings. During the New Order era, public authorities ignored the existing contrasts, both in terms of identity, language, religion, and culture. The adage “*Bhineka Tunggal Ika*” is also applied unilaterally. That is, the soul of the *ikanes* is more conspicuous than its variety. The statements of the implementers with an emphasis on the soul really color the idea of instructive practice in Indonesia [1]. School is an educational institution that is recognized throughout life. Schools are cultural products in society. The education system in schools develops a certain pattern of rules according to what society expects from their students. Although school culture is part of the culture of the wider community, school culture has characteristics as a subculture, which will convey patterns of behavior in schools to people outside of school [2].

History education is one of the effective media for multicultural education in schools. Multicultural training is an instructive idea that perceives contrast or variation in the veil of harmony and balance. The idea of multicultural teaching is relevant for countries with social diversity such as Indonesia. The recording school is one of the instructive ideas that plans to collect sound-based perspectives and patriotism as a multicultural consciousness [3].

SMA N 1 Keritang Indragiri Hilir Regency, Riau Province is one of the schools in a multicultural environment. This school is located in an environment with richness or diversity of culture, ethnicity, race, and religion. The school community at SMA N 1 Keritang consists of ethnic Malays, Bugis, Javanese, Banjarese, Minangs, and Bataks. This triggers various problems, one of which is tribal sentiment which causes certain ethnic groups to think that their race is the greatest. Thus, it becomes extra work for educators in dealing with school residents in a multicultural environment like this.

The cultural diversity that exists in a school certainly causes various problems. This certainly affects the preparation of learning, the learning process and learning outcomes. Therefore, the researcher is interested in knowing more about the implementation of multicultural education in history learning in Keritangs High School, Indragiri Hilir Regency, Riau.

2 Method

The type of research used in this research is descriptive research with a qualitative approach. In this study, researchers used data collection techniques, namely observation, interviews, and documentation, the findings were then checked for the validity of the data. In this study, the researcher analyzed the data by reducing the data, presenting the data, and drawing conclusions.

This research was conducted at SMA Negeri 1 Keritang, Indragiri Hilir Regency, Riau Province. The reason for choosing the research location at SMA Negeri 1 Keritang is because this school is a multicultural school, a school whose teachers and students have diverse ethnicities. The research subjects in this study that will be carried out by researchers are school principals, vice principals, history teachers, and student representatives.

3 Results and Discussion

Intuitively multicultural education in Article 4 of Law Number 20 of 2003 concerning the National Education System, in this article it is explained that national education is held democratically, non-discriminatory, upholds human rights, religious values, cultural values and pluralism nation [4]. Implicitly the main function of national education is to shape the character of students. Education is an effort to educate children so that they can make wise decisions and practice them in everyday life, so that they can make a positive contribution to the surrounding environment [5].

Multicultural learning is a learning model that is identified with diversity, be it strict, ethnic, ethnic, etc. This diversity is widely found in government-funded schools, which in school and homeroom climates have a diverse population, some with different religions, nationalities, social positions, etc. Moreover, at SMA Negeri 1 Keritang, educators and students have diverse backgrounds. School residents come from different cultural backgrounds. Based on the observations made by the researchers, SMA Negeri 1 Keritang has made efforts to implement multicultural education in every school activity and learning activities in the classroom. This is done in an effort to shape the behavior of students to be tolerant, respectful, and respectful of all contrasts within the school and locally. Schools are not the only ones responsible for understanding resilience, respect, and respect, but also need support from various parties such as guardians, family climate, and local environmental climate. Influence in creating a tolerant atmosphere.

Planning for history learning in implementing multicultural education at SMA Negeri 1 Keritang begins when the teacher makes a syllabus and lesson plan (RPP). In the learning system, before completing the learning exercise, the instructor must first prepare a prospectus and illustration plan as rules and references in learning. The motivation for making illustration arrangements is to make it easier for teachers to review and anticipate learning programs as a structure so that the multicultural quality that has been set in the learning tools can be ingrained through the means that have been set. RPP planning capacity is as a kind of perspective for teachers in carrying out teaching and learning activities with the aim of being more coordinated and running well and productively [6].

The syllabus and lesson plans that have been prepared by the history teacher of SMA Negeri 1 Keritang are in accordance with the guidelines issued by the Ministry of National Education. The syllabus and lesson plans used contain multicultural values and the teacher is able to integrate these values into classroom learning. Although not all historical materials can be integrated with multicultural values. In evaluating learning, it is done by assessing the ability of information (intellectual), assessment of attitude (full feeling), and assessment of ability (psychomotor). The assessment is carried out impartially depending on student learning outcomes, the perspective of student behavior, and students' abilities in each mastery act.

Besides being able to plan learning, a teacher is also required to be able to carry out the learning. Even though the lesson plans are neatly arranged, the teacher is not able to apply it in the implementation of learning properly, of course it will be in vain. Given the side effects of perceptions created by scientists, educators have coordinated multicultural qualities in history learning exercises. In combining multicultural qualities, educators use learning techniques that summarize skill plans that contain multicultural qualities. Learning occurs intelligently, inspires, and persuades students to understand

these multicultural traits in themselves. Learning exercises conducted by educators are focused on students through conversations, group introductions, responsive exercises, and individual assignments.

On the competency standards of the development of the Indonesian nation since the entry of Western influence to the Japanese occupation and basic competence analyzes the relationship between the development of new ideas and social transformation with the awareness of the national movement. The learning materials are about liberalism, socialism, pan-Islamism, and democracy as well as awareness of nationalism in Asia and Africa. The following are the stages that the teacher does when carrying out core activities in the classroom. a) The teacher explains the material. b) The teacher provides opportunities for students to provide an analytical description of the material. c) The teacher conducts questions and answers to make the class atmosphere active and to hone the abilities of students and there is interaction between teachers and students. d) provide reinforcement of the material that has been given. e) The teacher forms discussion groups, each group consists of 5–6 students. f) Each group is given different materials according to the basic competencies to be achieved.

The next meeting, on the standard of competence and basic competence is the same as the material on the notions of liberalism, socialism, pan-Islamism, and democracy as well as awareness of nationalism in Asia and Africa. The following steps are carried out by the teacher when carrying out this activity in the classroom. a) Students who are divided into several groups present the material that has been given. b) The teacher observes every student activity during the discussion. c) The teacher explains when there are differences of opinion between students.

In closing the learning activity, the teacher reflects on the material that has been discussed, draws material conclusions, and makes an assessment. Teachers provide motivation so that students remain enthusiastic and active in learning. The teacher informs the students to study the material at the next meeting and finally closes with praying together.

The teacher evaluates by observing the behavior of students, performance, learning progress of students, tasks carried out by students, both individual assignments and group assignments. The evaluation technique used for the affective aspect is assessed through daily observations, attendance, neatness, and cleanliness of students. For evaluation in cognitive aspect is through post test, such as daily test, mid semester, semester exam. Meanwhile, the evaluation of psychomotor aspects is carried out by the teacher by looking at the skills of students in presentation and discussion.

4 Conclusion

SMA Negeri 1 Keritang is a school that has implemented multicultural education. The implementation of multicultural education in history learning is carried out in every learning activity. The learning activities carried out by the teacher are in accordance with the learning guidelines such as the syllabus and the design of the lesson plan.

Based on the results of the study, the suggestions that can be submitted to schools, especially history teachers are as follows: Multicultural education has been implemented well at SMA Negeri 1 Keritang. However, schools should further strengthen the concept

of multicultural education, so that with a strong multicultural education concept, it will become a hallmark of SMA Negeri 1 Keritang. Teachers should make various innovations in learning, in order to always create interesting learning for students. Teachers should further develop their insight or understanding of multicultural education.

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