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Analysis of Multicultural Values in Cross-Cultural Studies Textbooks for Elementary Schools Teacher

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ABSTRACT

The purpose of this study was to describe the multicultural values contained in cross-cultural study teaching materials and the form of application of multicultural values in learning in elementary schools. The method used in this research is qualitative research with data sources, namely cross-cultural study textbooks. Data collection techniques in the form of documentation using data recording instruments and attachments. The data analysis technique used is qualitative analysis. The results showed that there are multicultural values in cross-cultural study teaching materials, namely (1) the value of tolerance; (2) the value of unity and integrity; (3) cooperation; (4) solidarity. In addition, a form of application of multicultural values by integrating multicultural values in subjects in elementary schools.

ABSTRAK (10 PT)

Tujuan penelitian ini adalah untuk mendeskripsikan nilai-nilai multikultural yang terkandung dalam bahan ajar studi lintas budaya dan bentuk penerapan nilai-nilai multikultural dalam pembelajaran di sekolah dasar. Metode yang digunakan dalam penelitian ini adalah penelitian kualitatif dengan sumber data yaitu buku teks studi lintas budaya. Teknik pengumpulan data berupa dokumentasi dengan menggunakan alat perekam data dan lampiran. Teknik analisis data yang digunakan adalah analisis kualitatif. Hasil penelitian menunjukkan bahwa terdapat nilai-nilai multikultural dalam bahan ajar studi lintas budaya, yaitu (1) nilai toleransi; (2) nilai persatuan dan kesatuan; (3) kerjasama; (4) solidaritas. Selain itu, bentuk penerapan nilai-nilai multikultural dengan mengintegrasikan nilai-nilai multikultural dalam mata pelajaran di sekolah dasar.

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Introduction

In essence, the development of globalization will continue according to the times. Global efforts result in changes in every sector in society. The most visible thing is the change in the order of values and culture that has developed in society, especially Indonesia. According to Yaqin (2015) In its development, in Indonesia there has been a

crisis of human values and this is due to cultural differences that exist in society, apart from cultural social and political differences that also create friction in society. This is not far from the occurrence of the globalization process that occurs, one of the impacts of the erosion of the cultural values of the community which create a division for each different culture. To improve the erosion of cultural values or cultural methods in society, a discourse of multiculturalism is carried out, which acts as a breaker between communities of different cultures.

Multiculturalism is a public discourse and academic discourse that developed in Europe in the latter half of the twentieth century, as a correction to the domination of a single perspective coloured by certain ethnic backgrounds of the ruling party. The application of multiculturalism certainly emphasizes the importance of mutual respect and also recognizes the cultural differences that people have as well as changing public policies and coordinating cultural diversity to create a just and peaceful society by Wibowo (2010) in Wiyanto (2012). In its development in society, multiculturalism in some areas has been well formed, living side by side with various differences that exist is not an issue that must be debated. However, there are also many people who still have the value of multiculturalism. The same origin, ethnicity, religion is made a sense of security so that people who have different religions, cultures and customs must be rid of them. However, the implementation of multicultural values is not only related to the problem of real conflicts between ethnicities, tribes, religious adherents, or political parties with different interests, but more than that, multicultural values are respecting differences in human values so that humans can be fair, democratic, and respect the rights and other people who differ in terms of religion, race, language, physical ability, social status, ethnicity, and other differences in background. Therefore, to overcome various problems through multiculturalism, education can be a way of providing understanding and learning and creating a new culture and tolerant attitude. Education that has a multicultural basis can be used as a way out in the development of human resources who have a tolerant character for different cultures (Ibrahim, 2013)

One level of education that has cultural diversity in its society is higher education. The position of higher education as an educational institution is very strategic in applying multicultural values, especially in relation to service development and providing opportunities to develop and learn for other students. Campus as a miniature society can certainly play an important role in developing the mastery of multiculturalism values for students. The inclusion of multiculturalism values by respecting one another can form a student who respects each other. One of the efforts that can be made in developing multiculturalism values in students is through multiculturalism education. Multiculturalism education has been discussed by various educational thinkers, this does not only concern culture but also political, economic, religious and social issues (Ibrahim, 2013).

Incidents in the form of ethnic, social and cultural conflicts that often occur in society certainly affect the direction of education in the future. As already stated, the Indonesian nation consists of various ethnic groups, races, languages, customs, cultures, religions and groups. Therefore, the national education system must also accommodate the diversity and diversity of these cultures. The success of education is determined by how much education cares about the problems of pluralism (diversity) and multiculturalism (diversity of culture, religion and equality) (Kuswaya Wihardit, 2010).

Banks (2001) in Hanafy (2015) argues that multicultural education is a set of beliefs and explanations that recognize and assess the importance of cultural and ethnic diversity in the form of lifestyle, social experiences, personal identity, educational opportunities from individuals, groups. nor the country.

Multicultural education comes from two words education and multicultural. Education is the process of developing the attitude and behaviour of a person or person in an effort to mature humans through teaching, training, processes, actions and educational methods. On the other hand, education is the transfer of knowledge or transfer of knowledge. Meanwhile, multicultural etymologically multi means many, diverse and diverse, while culture comes from the word culture which has cultural meanings, traditions (Ibrahim, 2013).

This multicultural education is important to give to children or students in the hope that children are able to understand that in their environment and also the environment outside there is cultural diversity. This cultural diversity affects the behaviour, attitudes, mindset of humans, so that humans have ways (usage), habits (flok ways), rules (mores), even customs (custom) that are different from one another. Multiculturalism education is also an educational transformation to make people aware of the importance of understanding cultural relativism (Sunarto, Hiang and Fedyani, 2004) in (Nurcahyono, 2018).

Lestariningsih & Purnomo (2018) said that the process of life development to respect and tolerate cultural differences that exist in a society with a high level of diversity will easily be created with multicultural education. Multicultural education can be formulated as a study of the cultural diversity of human rights, and the reduction or elimination of various types of prejudice in order to build a just and peaceful community life (Mahfud, 2007: 201). With the existence of multicultural education, of course, it can form a commitment to jointly achieve education and develop a curriculum and develop an understanding of different ethnic groups and practices of oppression, there are three keywords that mark the existence of multicultural education, namely; first, the process of developing attitudes and behaviour, second, respecting cultural differences and diversity. Third, respect for other cultures. This is also explained in Miftah (2016) and Khairani et.,all (2020) that in its concept, multicultural education is used to create knowledge, attitudes and abilities of students to be more democratic. Thus, there will be good interaction and communication in society even though there are different cultures. Described back by Khairuddin (2018) that Education multicultural in the absence of structures that impede tolerance policy, including the absence of an insult to race, ethnicity and gender.

Additionally, Azra in Imron Mashadi (2009) shortly define multicultural education as education for or about the diversity of cultures in response to changing demographics and culture of a particular community or even for the sake of it overall. Another concept regarding multiculturalism was given by Ricci (2002), namely multiculturalism has 3 most important aspects in its implementation, these include diversity, equality and also respect. For this reason, the integration of a multiculturalism education is needed in the higher education curriculum. This is done to provide provisions for prospective educators to be considerate of cultural differences possessed by students. The content of material regarding multiculturalism education is adjusted to courses that students can choose or are required to choose.

Method

The research method used in this research is descriptive research method. According to Sukmadinata (2009) qualitative research has two main objectives, namely, first to describe and explain (to describe and explore) and second to describe and explain (to describe and explain). This method is a content analysis which is expressed by various quotations of

sentences and words. Lestari (2017) explained descriptive data research, namely collecting words, pictures and numbers. Furthermore, Almanshur & Ghony (2012) said that the descriptive method aims to describe and analyse phenomena, events, social activities, attitudes, beliefs, perceptions, and people's thoughts individually or in groups.

The data in this study are data taken in cross-cultural study teaching materials that have multicultural elements in them. The book of cross-cultural studies teaching materials has 242 pages and was published by Amerta CV in 2020 as a source of data in this study.

The data collection technique in this research is documentation using a recording sheet instrument and attachments. Arikunto (2010) stated that the data recording sheet is a tool used to collect analytical data in the form of a matriculation table. Sheet The data collection technique steps according to Miles & Huberman in Sugiyono (2014) namely (1) data reduction (data reduction); (2) exposure data (data display); (3) drawing conclusions and verification (Conclusion drawing / verifying).

Results and Discussion

After analyse the cross-cultural study textbook, it is known that this book has 8 main materials consisting of several sub-materials. This teaching material book is also equipped with pictures and some examples of problems and explanations related to the material in the teaching material book. Furthermore, the results found in the form of multiculturalism values that are more dominant such as the value of tolerance, the value of unity and unity, cooperation, solidarity found in this cross-cultural study teaching material.

Multicultural Values In Cross-Cultural Study Teaching Materials

Tolerance

According to Poerwadinata in Gunartati, Zamroni, & Gafur (2017) tolerance can be defined as mutual respect, respect for every opinion and behaviour as a form of differences between oneself and others, such as differences in religion, ethnicity and ideology. Tolerance plays an important role in the formation of multicultural education. Tolerance can be formed from an early age, of course a teacher who teaches early childhood plays a very important role in developing this tolerance attitude (Tyas & Naibaho, 2020).

The following is an example of a sentence that shows the value of tolerance in cross-cultural study teaching materials.

"Members of social groups must live together and interact. Social groups as a whole have other groups as neighbours who will form the social environment with which they also interact. Some of these groups have local interaction and allow face-to-face interaction, while others are more distant. On a world scale, major social groups such as countries live in a regional and global social environment and must adapt to other countries. The culture section is largely composed of all the customs and rules that allow all these different scales of interaction to take place."

..... We need to accept that difference as a matter of reason and tolerance so that we can live side by side peacefully without seeing the different elements to differentiate.

The value of equality in democracy refers to the belief that humans are created equal. All human beings are treated equal education, equality before the law and

equality. Equal in developing the potential that every human being cursed at. the absence of superior rights for every human being (Rumadi, 2006: 6).

Tolerance is the highest form, that we can achieve confidence. Tolerance can become a reality when we assume differences

Primary schools as cultural development institutions can be developed to help students cross the boundaries of their local culture and ethnicity so that they can develop tolerance, openness and self-shaping abilities. They learn to unite and develop themselves in the cultural diversity of the school community .

There is equality of individuals, between individuals, between cultures, between nations, between religions. The pedagogy of equality stems from the view of the equal dignity of humans.

In understanding tolerance education, one must understand the concept of "multiculturalism" which is understood as an idea of respecting rights between racial differences (Almagor 2000: 89-107)

Unity

Universal values of humanity in multiculturalism include human unity, competition in good deeds, forgiveness of mankind, dialogue or coexistence and pro-existence, living together, equality or egalitarianism, mutual understanding, mutual respect, mutual trust, positive thinking, tolerance , reconciliation, conflict resolution, peace, nonviolence, and social justice (Baidhaw, 2010) . According to Shofa (2016) Multiculturalism is not only demanding life together based on culturally diverse loving and get along but also understanding and appreciation of intercultural, inter-religious, inter-ethnic in building a society of peace, peacefulness and love as a form of unity and oneness of society.

The following is an example of a sentence that shows the value of unity and unity in a cross-cultural study teaching material.

"Cross-Cultural Studies is an idea, an educational reform movement and an educational process whose main objective is to change the structure of educational institutions so that students, both male and female, students with special needs, and students who are members of various racial, ethnic and cultural groups. it will have the same opportunity to achieve academic achievement in school "

Togetherness is the unity of feelings and attitudes in human relations with one another, despite differences in ethnicity, culture, religion, race, ethnicity and social strata "

This attitude of nationalism is aimed at protecting the entire Indonesian nation and all spilled Indonesian blood, as well as for advancing public welfare, educating the nation's life and participating in implementing world order based on independence, eternal peace and social justice.

This cultural diversity requires an "integrating force" across the plurality of this country.

The strong role of Pancasila to unite this region. We really need a strong nationalistic spirit to reduce and eliminate issues that can break the unity and integrity of this nation.

School activities and the learning environment must provide a learning experience for all students from which they come from and must reflect the culture of the community in which they live and make school members democratic, harmonious and tolerant.

Cooperation

According to Herabudin (2015) Cooperation is a form of social process in which there are activities to achieve common goals through mutual help and understanding towards each other's activities. Cooperation carried out by individuals or groups together to achieve a goal. Cooperation is one form of application of multicultural education. Cooperation is carried out on personal desires, so that personal interests will be eroded and replaced by common interests.

The following is an example of a sentence that shows the value of cooperation in cross-cultural study teaching materials.

Community groups contribute to the country's development process through dialogue, symbiosis and harmonious interaction. That way the existence of each group is not lost

Counselling programs will play a role in helping to overcome learning difficulties in children, both children who experience learning delays and children with special talents. Extension officers can provide input to the principal about the hidden talents of their students

teachers can function as the glue of life together. It is necessary to make various efforts to create togetherness in a broader cultural bond, including school culture which develops various elements of Indonesian culture through the use of good and correct Indonesian, the application of the school's vision and mission, ethics, and school discipline

Students with high intellectual abilities can share knowledge with students with low intellectual abilities in solving problems that are given to them

The group discusses progress and provides feedback as to what each person contributed and where each person could improve.

Solidarity

Multiculturalism has a deeper understanding, because multiculturalism does not only mean living peacefully in diversity, but is able and willing to respect, accept, and acknowledge the differences that exist in society. The concepts of pluralism and multiculturalism are similar to one another, because they both accept the diversity of groups in society (Budirahayu, Wijayanti, & Baskoro, 2018)

According to The Harper Collins Dictionary of Sociology (1991), multiculturalism is the recognition and development of pluralism as the specialty of some people. Multiculturalism focuses on the issue of protecting cultural diversity, for example the protection of ethnic language minorities (Zarbaliyev, 2017).

The following is an example of a sentence that shows the value of solidarity in a cross-cultural study teaching material book.

And that peace is also formed in diverse societies, where people interact peacefully

They will voluntarily help their neighbours and communities of different religions if their neighbours are in need.

Relationship between people and others which is based on the value of togetherness. Togetherness is the unity of feelings and attitudes in human relationships with one another, even though there are differences in ethnicity, culture, religion, race, ethnicity and social strata.

Characteristics of Cross-Cultural Studies Develop, acknowledge, accept, value diversity. Western Perspective Multicultural Values Tolerance. Empathy, sympathy and social solidarity.

They are also seen as people who believe in the principle of giving others a fair chance and defending their friends, those who are less fortunate and weak.

Cultural-Based Learning Steps Toward Transformation of Multicultural Curriculum in Elementary Schools

Based on the cross-cultural study teaching material book, there are several important points in the implementation of multicultural education in elementary schools

The following stages of curriculum transformation were adapted from several existing models, including Banks (1993) and McIntosh (2000), and Paul C. Gorski.

Stage 1. Dominant Curriculum (curriculum of the mainstream)

All educational materials including textbooks, films and other study tools present the information in a good format. This stage aims to assimilate neglected students. Curriculum and learning focus on "teaching strategies that correct deficiencies or build bridges between students and schools".

Stage 2. Holidays and Heroes

At this stage there is an activity of "celebrating" differences by integrating information or resources about famous people and cultural objects from various groups into the dominant curriculum. Noticeboards can contain pictures of non-dominant group figures and teachers can plan special celebrations for Kartini's Day, Children's Day, Heroes' Day or Independence Day. Performances on "other cultures" focus on costumes, food, music, and other tangible cultural items. Minor changes to planning and execution or classroom materials focus exclusively on cultural orientation at the outer skin level. Only that which appears on the surface and not very deep.

Stage 3: Integration

At the Integration stage, teachers go beyond heroism and holidays by adding material and substantial knowledge about non-dominant groups to the curriculum. Teachers can add to a collection of books written by authors from other groups. She could add a unit that includes, for example, the role of women in World War I. Music teachers can add from the Papua region or the Cakalele dance from North Maluku. At the school level, specific city histories can be added to the entire curriculum.

Stage 4. Intercultural Learning and Teaching (Cultural Dictionary)

The teacher studies the traditions and cultural behaviors of their students' origins in an effort to better understand how the teacher should treat the student. In Indonesia, especially in Java, teachers need to be more familiar with Javanese culture as a whole, even though they come from outside Java.

Stage 5: Structural Reform

New materials, perspectives and voices are called for with cutting-edge knowledge frameworks to stage a new understanding of a more complete and accurate curriculum. Teachers dedicate themselves to expanding their knowledge base in a sustainable manner through exploring multiple perspectives, and sharing knowledge with their students. Students learn to see events, concepts, and facts through various glasses. For example, "American History" includes the history of African Americans, History of Women, History of Asian Americans, History of Latin Americans, and all the different fields of knowledge.

Stage 6 Human Relations

Members of the school community are encouraged to remember differences by making connections across different group identities. Teachers show enthusiasm to learn about "other" cultures through the Intercultural Teaching and Learning approach. The teacher describes students' personal experiences so that students can learn from each other. Through interpersonal relationships, students can get to know the cultures of other students.

The different experiences and different cultures of students are seen as assets that enrich the classroom experience.

Stage 7. Selective cross-cultural studies

Teachers and staff started temporary and one-time programs recognizing that there are inequalities in various aspects of education. They are called together in a meeting to discuss racial conflicts or bring in a consultant to help the teacher design plans and implementations of learning aimed at different groups.

Conclusion

Based on the results of the analysis of the cross-cultural study teaching materials book, it was found that there are several important things about multicultural values that can be used as references in social life. In addition, multicultural values must be mastered by prospective educators in providing teaching to students. The multicultural values contained in the cross-cultural study textbook are the Value of Tolerance, the Value of Unity, the Value of Cooperation and the Value of Solidarity.

This will certainly have a good impact if all people understand these multicultural values, the implication in this research is that cross-cultural study textbooks are expected to become one of the reference books and teaching materials in conveying multicultural values in universities.

In addition, how to teach multicultural values for basic education has also been discussed in the cross-cultural study textbook, so that students are able to collaborate creative ideas in teaching multicultural education with teaching theories contained in cross-cultural study teaching materials.

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