

Multicultural Education Patterns in Elementary Schools in Banyumas District



Saridin¹, Sunhaji², Kholid Mawardi³

^{1,2,3}Doctoral Program UIN Prof. K.H. Saifuddin Zuhri Purwokerto, Indonesia

ABSTRACT: This paper aims to explore multicultural education in elementary schools in Banyumas district. This research raises a socio-cultural portrait in the context of learning. The type of research used is descriptive qualitative. The research method used is a naturalistic inquiry approach case study. There were three elementary schools that were sampled in this study, namely SD Negeri Sidamulya Kemranjen, SD Negeri 3 Banjarpanepen, and SD Mulia Bhakti Purwokerto. The data collection uses observations, interviews, and documentation. The validity of the data is carried out by confirming the results of observations, interviews, documentation. Data credibility tests are carried out by extending observations, increasing persistence, data triangulation, member checks, and references. Data analysis using the Miles & Huberman interactive model. The results show that the application of multicultural education in elementary schools in Banyumas Regency is divided into three patterns, namely the application of multicultural education in learning activities, the application of multicultural education in learning content, and the application of multicultural education in intracurricular/ extracurricular schools.

KEYWORDS: patternen, multicultural education, elementary school.

I. INTRODUCTION

Indonesia is a multicultural country the biggest in the world. Own Lots group race, ethnicity, religion and culture (Wardatushobariah 2021; Baldah, Sumarna, and Yuniarto 2016). Diversity public multicultural as asset riches nation in one sides , and conditions are very vulnerable conflict as well as split on the other hand (Nilawati et al. 2021). Lack of understanding about comprehensive multiculturalism later cause generational moral degradation young attitudes like togetherness, respect towards others, mutual cooperation will faded Because understanding that is not comprehensive. There is arrogance consequence dominance culture majority raises lack of understanding in interact with culture and other people (Kusmaryani 2006).

Multicultural education need developed so that the Indonesian people are more understand importance look after harmony between fellow human, deep understand something must in a manner intact in order for what to be majesty knowledge in multicultural can widened outside no only narrow limited as appreciate difference, more from that understanding order is important guard harmony, giving ethics in argue group else, respect principle humanity and so on expected capable give success in this multi-faceted country (Mashadi 2009).

In education multicultural , every existing civilizations and cultures is at in parallel and the same position, no there is more culture tall from other cultures, dialogue necessitates exists similarities and similarities between parties involved, presupposition that culture certain more tall from other cultures will give birth to fascism, nativism and chauvinism, with dialogue, are expected happen discordant that thought in turn will enrich culture or civilization in question so that later materialized a prosperous, just, mutually prosperous society value difference (Riyanti and Novitasari 2021).

Diversity even in the world of education trigger emergence gap in the world of education that alone as well as can trigger conflict social other. Birth multicultural education is a road to use minimize or even remove gap in all field especially in the world of education (Ibrahim 2013). Administration education multiculturalism in education believed can become solution real for conflicts and disharmony that occur in society, especially frequent ones happens in Indonesian society which is reality is plural society. In other words, education multicultural can become means alternative breaker socio- cultural conflict (Mahfud 2011).

Beside that is, education multicultural also offers one alternative through implementation of strategies and concepts utilization-based education diversity that exists in society, especially among students like, diversity ethnicity, culture, language, religion, social status, gender, ability, age and race. Education strategy this no only aim that student easy understand the lessons he learned, but also to increase awareness them so always behave humanist, pluralist and democratic (Sulaiman 2020).

Besides as means alternative solving conflict, education multiculturalism is also significant in build students not uprooted from root the culture that he have before, when he face to face with socio-cultural reality in the era of globalization. Education multicultural can applied to in all type eye accommodating lessons differences the culture of the participants educate. Like

Multicultural Education Patterns in Elementary Schools in Banyumas District

difference ethnicity, religion, language, gender, class social status, ability and age. Application education multiculturalism at school sometimes really not yet noticed, especially in the participants educate. If understood Actually application attitude each other tolerance and respect one each other really important good in the environment participant educate as well as within the teacher council environment. The most prominent strength in education multicultural in the participants educate is how ability they accept difference as something reasonable. Application education multiculturalism is very important for minimize and prevent happening conflict in some area.

Through education multiculturalism, attitudes and mindset (thoughts) of students will more open For understand and appreciate diversity. Banks (in Januarti, Zakso, and Supriadi 2018) state that there are 5 dimensions tree in education multicultural, namely: (a). content integration, (b). knowledge construction process, (c). prejudice reduction, (d). equity pedagogy, and (e). empowering school culture (Banks 1989).

Categorization dimensions education multicultural this not mutually exclusive, that's okay so there is overlapping dimensions. However, categorization like this is very much needed for make it easy conceptualization education multicultural. For develop education multicultural, the learning process in schools must also be loaded multicultural (Januarti, Zakso, and Supriadi 2018). School is proper container for embed and distribute values Because school is vehicle education for generation successor nation. Inside public schools that host the participants educate in a manner heterogeneous already of course that each individual have difference and exist diverse background behind characteristics and capabilities participant educate in potential interactions can cause happening conflict between participant educate.

Desmita (2016) explain that child age school Basic 7 to 11 years is in the mythic-literal faith stage. Stage development cognitive, is in development operational concrete ie think about all something in a manner concrete; child in a manner systematic start take meaning tradition the people. Teacher must understand characteristics and diversity participant study at school, to be able manage equality to use increase quality education.

Based on Article 4 (1) of the Law Number 20 of 2003, Permendikbud (2016) then confession on individual differences and backgrounds behind culture participant educate need get attention seriously. The strategic move, that is through education multiculturalism in Schools. Multicultural education is something Suite beliefs and explanations that acknowledge and value importance diversity culture and ethnicity within form culture live, experience social, identity personal, opportunity education from individual, group and country.

In the Regency Banyumas own, who owns originating students from diverse cultures, eg differences in religion, social strata, customs and origins birth students, namely SD Negeri Sidamulya Kemranjen, SD Negeri 3 Banjarpanepen, and SD Mulia Bhakti Purwokerto. Based on research early, third school base this put forward values cultural differences and passing learning in a manner intracurricular nor extracurricular expected no there is dispute between minority with majority and the creation of a sense of tolerance as well as equality between difference culture nor habit from every student.

Viewed from location geographical third school base this of course be in one village whose people diverse, especially in the field of religion that is not uniform. Seen place worship Muslims, Christians and Catholics you're welcome exist in do obligation their respective religions. So no amazed if third school base in Banyumas this no only occupied by students who are Muslim only, will but there are also many who have the status of a religion other than Islam. Based on background behind the so study this aim for explore pattern education multiculturalism in schools base in the District Banyumas.

II. METHOD

Method research used that is approach naturalistic *inquiry* studies case. There are three location to be sample in study This that is namely SD Negeri Sidamulya Kemranjen, SD Negeri 3 Banjarpanepen, and SD Mulia Bhakti Purwokerto. Third school this taken because researcher see at school the lots very diversity, fine of culture, culture, and religion. As for data collection using observation, interviews, and documentation. Whereas checking the validity of the data used in study this is triangulation. Triangulation is inspection technique the validity of the data that utilizes something beyond that data For necessity checking or as comparison to data (Miles and Huberman 1994).

III. RESULT AND DISCUSSION

Patterns of Multicultural Education in Elementary Schools in the Banyumas District

Based on results observations made study to three school basis in the Banyumas district namely SD Negeri Sidamulya Kemranjen, SD Negeri 3 Banjarpanepen, and SD Mulia Bhakti Purwokerto has found found in three pattern application education multicultural. Third pattern application education multicultural the namely: 1) education multicultural based activity learn; 2) education multicultural based content learning, and 3) education multicultural based on intracurricular and extracurricular programs school.

1. Multicultural Education based Activity Study

Multicultural education based activity Study based on ideas philosophical about freedom, justice, equality and protection to rights human. essence education Multicultural prepare whole student for work in a manner active going to similarity structure in

Multicultural Education Patterns in Elementary Schools in Banyumas District

organizations and institutions school. Multicultural education no policies that lead to institutionalization education and teaching inclusiveness and teaching by the propaganda of pluralism past active curriculum for competition individual culture (Afifah 2017).

Multicultural education based activity Study try empower student For develop respect to different people culture, giving chance for work together with people or different groups of people ethnicity or her race in a manner direct. Multicultural education also helps student for confess accuracy from views cultural diversity helps student in develop pride to inheritance culture they are aware student that conflict mark often become reason conflict between group society. Multicultural education held in effort develop ability student in looked life from various perspective different culture with their culture have, and behave positive to difference culture, race, and ethnicity.

On the side that is, education multicultural based activity learn and iwake on base draft education for freedom aim to: (1) help student develop knowledge, attitudes and skills for participate inside democracy and freedom society; (2) advancing freedom, prowess, skill to across ethnic and cultural boundaries for participate in a number of other groups and cultures.

2. Multicultural Education based Content Study

Multicultural education based content studied at SD Negeri Sidamulya Kemranjen, SD Negeri 3 Banjarpanepen, and SD Mulia Bhakti Purwokerto make an effort internalize values education multicultural in a number of material lesson. For a number of material lesson for example IPS, IPA, MTK, Indonesian and PPkn is material topics taught in schools _ base with use method integrated. This customized with level development age elementary school children who are still in level understanding concrete. The themes used should theme happening theme around them, as well as themes studied social from phenomena that occur in the environment them. An elementary school teacher can enter themes multicultural in material to be delivered. Theme multicultural meaning is appreciative theme various type difference good that ethnicity, race, religion, language and culture. For furthermore themes the grouped and developed by the teacher to be detailed material so that can applied to the right circumstances.

Multicultural education based activity Study can also be applied with approach additive, in meaning add or enter values Multiculture on existing material there. among them can look at the material Aqidah Akhlak, which are themed behavior commendable, explained behavior commendable with introduce a number of behavior commendable then occasionally enter mark Multicultural in explanation, that is if we behave commendable to friends, teachers, parents, and people around we will created life peace, because no there is prejudice even make fun of other people, let alone with existing differences. About sympathize clan dhu'afa, enter mark Multiculture in teaching, that is sympathize clan dhu'afa is is attitude each other love between fellow, please help and not each other hate, in order to create brotherhood. Besides through approach additive to Islamic Religious Education material during the learning process, Islamic religious teachers can also include values empathy, tolerance and solidarity between each other at the time outside activities school. For example when there is Friend One sick class the teacher invites his friends for visit and so on.

3. Multicultural Education based Intracurricular and Extracurricular School

Implementation education multicultural in life at SD Negeri Sidamulya Kemranjen, SD Negeri 3 Banjarpanepen, and SD Mulia Bhakti Purwokerto. Done in a manner integrated with through activity intracurricular, and activities extracurricular. Activity the done with great variety, and customized with interests and talents participant educate. This done for participants educate can practice in a manner direct in accordance with the real world. Activity intracurricular at school can done with strengthening material about diversity that is about diverse ethnicity, culture, religion and customs customs. Temporary in activity extracurricular can done with activity camp culture, carnival clothes custom customs each areas in Indonesia and deepening about diversity single fish and pancasila.

Factor Supporters and Inhibitors Application of Multicultural Education in Elementary Schools in the District Banyumas

Success in implementation education Multiculturalism at school influenced by several factor in implementation in SD Negeri Sidamulya Kemranjen, SD Negeri 3 Banjarpanepen, and SD Mulia Bhakti Purwokerto concept and implementation education multicultural customized with a number of conflicts and complaints from guardian about _ exists differences in religion and belief as well as culture. Influencing factors success in implementation education multiculturalism at SD Negeri Sidamulya Kemranjen, SD Negeri 3 Banjarpanepen, and SD Mulia Bhakti Purwokerto among them as following:

1. Head Role School In Implementation of Multicultural Education

Head role school in implementation education multicultural in third school base is very important in support success implementation education multicultural, this because head school is liaison between guardians, residents public around as well as to student schoolgirl. Head school is also planners and programmers for support activity multicultural education.

Based on results observation and interview with head school via telephone cellular on December 12, 2022 stating "I'm in implement mark education multicultural si school that is First I be strong competence of senior and junior teachers in order really professional in operate task as a teacher so in teach student appropriate target. More go on he say , and I do supervision learning with RPP objectives and learning processes as well as activate the inner teacher group teacher work (KKG) with compile KKG

Multicultural Education Patterns in Elementary Schools in Banyumas District

schedule, I also motivate the teachers who are still yet linear order soon continue his studies for example from S1 PGSD to S2 PGSD or from D3 PGSD to S1 PGSD. This I do for increase teacher capacity in my school lead the next will can implement values education multicultural in the participants educate, he concluded”.

Head role school in implement education multiculturalism at school namely: (1) assigning senior teachers to foster junior teachers for increase especially teacher competence competence professional; (2) foster teachers with carry out supervision learning with target Draft Implementation Learning (RPP) and the learning process in class; (3) activate the teacher in group teacher work (KKG) with method compile timetable KKG activities and monitoring them every Sunday once and at least a month very with discuss about problem learning; (4) head school assign teachers to follow seminars or activities upgrading based on material and teacher interests and motivate teachers so that do studies carry on For increase teacher qualifications from D2 PGSD to S1 PGSD or from S1 PGSD to S2 PGSD; (5) propose teachers to follow teacher certification and mentoring teachers who have passed teacher certification; (6) guide the teacher in carry out study action Class (PTK) starts from method preparing research proposals, ways carry out research and how to prepare reports results study action class .

2. Inner Teacher Implementing Multicultural Education

The role of teachers in elementary schools in success implementation education multiculturalism is very important because a teacher become description student Good from words and attitudes, one for example at time election administrator teacher class gives example in choose administrator class everything student own same rights for chosen as well as choose administrator class.

Teacher is end spear in implement values education multiculturalism in school. In business determine success understanding cross culture participant teach, way teaching, teacher personality, material learning can influence the success of the learning process in support development conducive situation and condition in school based on life multicultural for inhabitant school especially and society around in general (Saroni 2014).

Activity learning education multicultural according to Zubaedi (2004) is the teacher required willing and able implementing learning strategies cooperative must implement among others: existence each other dependency, there is interaction stare constructive face, accountability answer in a manner individual skills social and the effectiveness of the learning process in group. Managed school education based on multicultural always respect, value the differences between residents school with background behind the values of religion, ethnicity, race, language, ethnicity and class in schools are good to participant students, teachers, employees, staff education nor committee school and all interested components with school.

Based on results observation and interview with one of the teachers at SD Negeri 3 Banjarpanepen through interview on December 10, 2022 which stated that: “In essence role I as an internal teacher implementation mark education multiculturalism at school namely: with activity intracurricular. In internal activities for example I always give understanding to participant educate importance guard diversity and me do that through strengthening material diversity in class, on discussion student I still prioritize humane two way communication like a children and their parents. Furthermore the role that I do is as trying facilitator understand uniqueness each individual in class. Teacher pays attention child personally and intimately humane relationship no authoritarian. Through two way communication, established relation like friend. Teacher always prioritize communication, discussion and agreement to kids. Communication and agreement done to all child including child need special. Through discussion, difference processed become reasonable thing. _ Every discussion produce agreement together. Through agreement with the teacher implementing universal human values. Then, the role of the teacher in apply education multicultural in class namely the role of the teacher as facilitator, teacher role understand uniqueness the individual and the teacher play a role build humane relationship to every children, parents and society. The roles are parallel with draft education multiculturalism built by SD Negeri Kemranjen: Implementing social justice through give chance every child for experience the learning process. Children in need Special also has chance studied at SD Negeri Kemranjen. Apply humanity through give room trust to child, dialogue, deal and not keep away child from environment.

CONCLUSIONS

Based on the above studies so can concluded that educational patterns multiculturalism in elementary schools in the District Banyumas divided become three pattern, that is pattern education multicultural based activity learn, patterns education multicultural based content learning, and patterns education multicultural based intracurricular and extracurricular school. As for who became factor inhibitor in application education multicultural that is exists a number of conflicts and complaints from guardian about exists differences in religion and belief as well as culture. Whereas influencing factors success education multicultural is role from head internal schools and teachers apply education multicultural environment elementary school.

REFERENCES

- 1) Afifah, Nurul. 2017. “Implementasi Pembelajaran Berbasis Multikultur dan Budaya di SD/MI.” *AR-RIYAH: Jurnal Pendidikan Dasar* 1 (1): 23. <https://doi.org/10.29240/jpd.v1i1.217>.

Multicultural Education Patterns in Elementary Schools in Banyumas District

- 2) Baldah, Wardatul, Cecep Sumarna, and Bambang Yuniarto. 2016. "Pengaruh Penanaman Nilai-Nilai Multikultural Terhadap Pembentukan Sikap Pluralis Siswa Di MTsn Babakan Ciwaringin Kabupaten Cirebon." *Eduksos Jurnal Pendidikan Sosial & Ekonomi* 5 (1). <https://www.syekhnurjati.ac.id/jurnal/index.php/edueksos/article/view/1117>.
- 3) Banks, J.A. and McGee, C.A. 1989. *Multicultural Education*. Boston: Allyn & Bacon.
- 4) Desmita. 2016. *Perkembangan Peserta Didik*. Bandung: Remaja Rosda Karya.
- 5) Ibrahim, Rustam. 2013. "PENDIDIKAN MULTIKULTURAL: Pengertian, Prinsip, dan Relevansinya dengan Tujuan Pendidikan Islam." *ADDIN* 7 (1).
- 6) Januarti, Agi, Amrazi Zakso, and Supriadi Supriadi. 2018. "IMPLEMENTASI PENDIDIKAN MULTIKULTURAL DI SEKOLAH." *Jurnal Pendidikan Dan Pembelajaran Khatulistiwa (JPPK)* 7 (12). <https://doi.org/10.26418/jppk.v7i12.30424>.
- 7) Kusmaryani, Rosita Endang. 2006. "PENDIDIKAN MULTIKULTURAL SEBAGAI ALTERNATIF PENANAMAN NILAI MORAL DALAM KEBERAGAMAN." *Paradigma* 1 (02). <https://journal.uny.ac.id/index.php/paradigma/article/view/5943>.
- 8) Mahfud, Choirul. 2011. *Pendidikan Multikultural*. 6th ed. Yogyakarta: Pustaka Pelajar.
- 9) Mashadi, Imron. 2009. *Pendidikan Agama Islam Dalam Persepektif Multikulturalisme*. Jakarta: Balai Litbang Agama.
- 10) Miles, Matthew B., and Michael Huberman. 1994. *Qualitative Data Analysis: An Expanded Source*. London: SAGE Publications Ltd.
- 11) Nilawati, Ike, Sahudi Sahudi, Uus Ruswandi, and Mohamad Erihardiana. 2021. "Penerapan Pendidikan Multikultural." *Jambura Journal of Educational Management*, February, 1–14. <https://doi.org/10.37411/jjem.v2i1.567>.
- 12) Riyanti, Asih, and Neni Novitasari. 2021. "PENDIDIKAN MULTIKULTURAL BERBASIS KEARIFAN LOKAL BAGI SISWA SEKOLAH DASAR." *Jurnal Adat dan Budaya Indonesia* 3 (1): 29. <https://doi.org/10.23887/jabi.v3i1.37780>.
- 13) Sarona, Gaharu. 2014. "Peran Guru Dalam Menerapkan Pendidikan Multikultural (Studi Di SD Sanggar Anak Alam Bantul)." Yogyakarta: Universitas Gadjah Mada. <http://etd.repository.ugm.ac.id/penelitian/detail/78769>.
- 14) Sulaiman, Sulaiman. 2020. "MANAJEMEN PENDIDIKAN MULTIKULTURAL PADA ANAK USIA DINI DI SEKOLAH DASAR KATOLIK SUKORENO UMBULSARI JEMBER." *An-Nisa': Jurnal Kajian Perempuan dan Keislaman* 13 (1): 182–95. <https://doi.org/10.35719/annisa.v13i1.28>.
- 15) Wardatushobariah, Neng. 2021. "IMPLEMENTASI NILAI PENDIDIKAN MULTIKULTURAL DI SEKOLAH DASAR (PENELITIAN DI MIS JAMALUDIN SAMPIH)." *Tsaqafatuna: Jurnal Ilmu Pendidikan Islam* 3 (2).
- 16) Zubaedi. 2004. "Telaah Konsep Multikulturalisme Dan Implementasinya Dalam Dunia Pendidikan." Yogyakarta: UIN Sunan Kalijaga Yogyakarta. <http://digilib.uinsuka.ac.id/id/eprint/8432/1/ZUBAEDI%20TELAH%20KONSEP%20MULTIKULTURALISME%20DAN%20IMPLEMENTASINYA%20DALAM%20DUNIA%20PENDIDIKAN.pdf>.



There is an Open Access article, distributed under the term of the Creative Commons Attribution–Non Commercial 4.0 International (CC BY-NC 4.0) (<https://creativecommons.org/licenses/by-nc/4.0/>), which permits remixing, adapting and building upon the work for non-commercial use, provided the original work is properly cited.