



Integration of Multicultural Education Values in History Teaching

Ponco Setiyonugroho^{1*}, Umasih², Kurniawati³ 

^{1,2,3} Postgraduate Historical Education Study Program, State University of Jakarta, East Jakarta, Indonesia

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ABSTRAK

Adanya perbedaan dari berbagai macam hal akan membuktikan bahwa setiap individu memiliki sudut pandang yang berbeda dalam memandang perbedaan yang terjadi di Indonesia. Beragamnya pandangan tersebut pada akhirnya berpotensi memicu kesalahpahaman antar suku, agama, dan budaya yang berujung pada ketegangan yang berujung pada konflik. Tujuan penelitian ini yaitu menganalisis integrasi pendidikan multikultural dalam pembelajaran sejarah. Penelitian ini menggunakan jenis penelitian kualitatif dengan pendekatan studi kasus. Informan berjumlah 9 orang dipilih dengan menggunakan teknik purposive sampling. Metode yang digunakan dalam pengumpulan data menggunakan observasi, wawancara dan dokumentasi. Instrumen yang digunakan yaitu lembar wawancara dan kuesioner. Teknik yang digunakan untuk menganalisis data yaitu analisis deskriptif kualitatif. Hasil penelitian menunjukkan bahwa integrasi multikultural merupakan upaya sinkronisasi antara metode pembelajaran. Manusia memiliki perbedaan dalam hal jenis kelamin, status sosial, agama, ras dan bahasa. Melalui pembelajaran sejarah guru menyampaikan materi sejarah kepada siswa yang erat kaitannya dengan pendidikan multikultural. Selain itu terdapat nilai-nilai multikultural yang dapat diintegrasikan dalam pembelajaran sejarah meliputi empat nilai yaitu toleransi, pluralisme, humanisme dan demokrasi. Disimpulkan bahwa pendidikan multikultural merupakan salah satu konsep penting yang harus dikuasai oleh guru sejarah dalam menerapkan nilai-nilai multikultural pada materi sejarah yang lebih mendalam, yang pada akhirnya akan menjadikan siswa memiliki semangat toleransi yang tinggi dalam masyarakat dan lingkungan.

ABSTRACT

The differences in various things will prove that each individual has a different point of view in looking at the differences that occur in Indonesia. These various views can ultimately trigger the occurrence of inter-ethnic, religious, and cultural innovations that are found in conflict. This study aims to analyze the integration of multicultural education in history learning. This research uses qualitative research with a case study approach. Informants obtained 9 people who were selected using the purposive sampling technique. The method used in data collection uses observation, interviews, and documentation. The instruments used are interview sheets and questionnaires. The technique used to analyze the data is descriptive qualitative analysis. The results show that multicultural integration is a synchronization effort between learning methods. Humans have gender, social status, religion, race, and language differences. The teacher conveys historical material to students about multicultural education through history learning. In addition, there are multicultural values that can be integrated into history learning, including four values, namely tolerance, pluralism, humanism, and democracy. It is concluded that multicultural education is one of the essential concepts that history teachers must master in applying multicultural values to more in-depth historical material, which will give students a high spirit of tolerance in society and the environment.

1. INTRODUCTION

Indonesia is a combination of several islands stretching from Sabang to Marauke. This stretch produces many tribes, cultures and religions that are scattered in every region (Kangiden et al., 2017). But that does not mean that every region has the same ethnic group. For example, on the island of Java, the people who live are not only Javanese but also Ambonese, Padangese, Sundanese and Batak. This is due to the movement of residents from one area to another that has the potential for a better life, so that in one area there are many different backgrounds. The existence of differences from various kinds of things will prove that each individual has a different point of view in looking at the differences that occur in Indonesia. This variety of views eventually has the potential to trigger misunderstandings between ethnic

*Corresponding author.

E-mail addresses: PoncoSetiyonugroho_9915819005@mhs.uni.ac.id (Ponco Setiyonugroho)

groups, religions and cultures that lead to tensions leading to conflict (Muawanah, 2018). This can be seen from the data on the occurrence of tensions and conflicts in society from 1998 to 2013.

This prejudice is masterminded by the growing view of ethnocentrism, therefore in facing the view of ethnocentrism, multicultural education practices must be held in the world of education (Muliono, 2020). Multicultural education implemented in schools will provide understanding to students for all humans who live to have the same degree of equality regardless of ethnic, cultural, linguistic and racial background with the ultimate goal of living side by side in harmony (Agustina & Bidaya, 2019; Van Klinken, 2007). Multicultural education is an idea, movement, educational reform, and educational process whose main goal is to change the structure of educational institutions so that male and female students, students with special needs, and students belonging to various races, ethnicities, and cultures. Kinds have the same opportunity to achieve academic achievement in school (Ibrahim, 2013; Sleeter, 2018). The values of multicultural education can be taught in schools by integrating them with lessons in class (Muliono, 2020; Tajima, 2013). This is in line with the concept of multicultural education which is an educational strategy that is applied to all types of lessons using ethnicity, culture, language, religion and age so that learning becomes effective and easy to understand. (Ekwandari et al., 2020).

The values of multicultural education can be applied in all social subjects, especially in history subjects (Rofik & Hermanto, 2021). History Learning has material that is closely related to pluralism or multiculturalism. History material studies the past a lot, especially how it relates to humans. For example, if you study local history in each area of Jakarta, it will be different from the local history of Tangerang. Each region has different characteristics and with these different characters, it is hoped that they will be able to unite the Indonesian people because each region has its own unique and interesting locality to study. The history teacher is one of the pillars for continuing the understanding of multicultural education which must be taught in its entirety because teachers must be aware of differences between students, such as ethnicity, gender, religion, and transnationalism and be able to integrate diversity education into the overall curriculum and realize its values (Janakiraman & Watson, 2019). The main purpose of studying history is to make a person wise so that learning history will give birth to an understanding of cultural development and the nature of cultural diversity (Civitillo et al., 2018). The history learning process must be able to pay attention to the cultural diversity of students and use it for the success of student learning. Cultural diversity in students in a school environment, especially in one class, also has the potential to cause chaos if each student thinks that their principles and views are better than their friends. This is also supported by the results of observations at SMA Negeri 46 Jakarta, where the students are very diverse, making teachers and structurally capable of bringing safe situations and conditions in the school environment for anyone, and trying to continue to be the value of each other's tolerance. Therefore, one of the efforts that can be done is to integrate multicultural education in Indonesian history subjects. History learning is a lesson that is very closely related to multiculturalism because history lessons contain a great mission, namely the formation of national character (Lionar & Mulyana, 2019).

Similar research states that with the integration of historical education with the concept of multicultural education, history learning will find new concepts where teachers and students are able to increase empathy for teachers and their classmates (Ekwandari et al., 2020; Yusuf Perdana et al., 2018). In conducting this research, there were several previous studies that became a reference in writing, the first research from with the title "Implementation of Multiculturalism Value Education in Indonesian History Learning" (Y. Perdana et al., 2018). This study shows the findings regarding learning Indonesian history in multicultural classrooms, students and teachers practice directly instilling the value of multiculturalism education and the creation of a multicultural learning culture and is able to generate student motivation about Bhineka Tunggal Ika. Subsequent research with the title "Multicultural Values in History Learning: Identification in the Syllabus", this study found the ideal form of educational practice that prioritizes ethnic diversity through historical education, multicultural education practices can be implemented by presenting the content / material of past events that are full of diversity (Lionar & Mulyana, 2019). The difference between this study and the two studies that became the reference lies in the focus of the research carried out, namely this research is focused on learning history and seeing how teachers deliver the materials provided containing multicultural education.

The difference in this study is in line with the objectives to be achieved in the research, to analyze new concepts to increase empathy for history learning which is integrated with multicultural education, this will be able to eliminate prejudice to other students who are different in use violence. Through history learning that is integrated with multicultural education, students will better understand how to accept their national identity which is a multicultural nation. Therefore, the integration of multicultural education with historical education in schools needs to be applied in the school environment and it is necessary to conduct an in-depth study of multicultural education more broadly to be integrated into historical materials in schools and it is necessary to know the basic understanding of teachers about

multicultural education that can be integrated with history education. Thus, the goal of achieving multicultural education for students will be realized.

2. METHODS

This study uses a qualitative research type with a case study approach whose steps refer to books with the steps including, topic selection, determining research methods and design, determining research informants, determining data and data sources, carrying out data collection procedures, carrying out data analysis and interpretation and checking the validity of data, the last step is writing the results of research that has been carried out (Creswell, 2019). The case study method used in the research will reveal thoroughly the questions regarding the learning process like what, why and how. The case analysis uses a single case analysis of intertwined type. The results of these questions are expected to be able to clearly describe the object to be studied, namely teaching on the value of multicultural education at SMA Negeri 46 Jakarta. Informants in this study were selected using a purposive sampling technique that is snowball sampling, namely two history subject teachers as key informants and nine students as supporting informants, male and female. Five female informants and four male informants at SMA Negeri 46 Jakarta with a focus on integrating multicultural education with history learning materials. The characteristics of the students selected as supporting informants are that they have different cultural, ethnic and religious characteristics. The research instrument grid was made in the form of an interview guide in accordance with the research technique used by the researcher. The interview guide compiled by the researcher is free and unbound, meaning that the interview guide that will be used develops according to the answers found by the researcher. Interview guides were made for teachers and students, teacher interview guides contained questions related to teacher personal data, teacher preparation in learning, implementation of learning and teacher understanding related to multicultural education and efforts to integrate multicultural education in history learning. The interview guide for students contains questions related to the learning process presented by the teacher and students' understanding of multicultural education.

The data collection used are observation, interviews and documentation and data triangulation. Data was collected by using unstructured interview techniques, but the researchers made interview guidelines before going out into the field, observing, documenting and combining the three techniques or triangulation. The researcher also examines other studies related to the focus of research on the integration of multicultural educational values in history learning. As for the data analysis technique, the researcher uses his own analytical model from Creswell with the following stages: 1) preparing the data and organizing it according to their respective notes such as interview transcripts, materials, field notes and other things needed, 2) Viewing all data in general then make notes. 3) Start coding the data. 4) Using the coding results to produce a description of the themes that have been categorized and analyzed. 5) Show the results of the research and submit it into writing. 6) Making interpretations from researchers.

3. RESULT AND DISCUSSION

Results

Multicultural education is in accordance with the goals and principles of national education. The purpose of national education is to develop the potential of students to become human beings who believe and fear God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen. Through multicultural education, children will get used to the plurality that exists, so that later when they enter the community they can become agents of change to create a harmonious and peaceful social life. The paradigms of multicultural education, namely providing full education for everyone (education for all) without dividing the background of students, whether gender, ethnicity, religion, culture, and ethnicity (Arifin, 2013). To realize multicultural education in learning, teachers in schools must have an understanding of multicultural education.

From the results of interviews with Teacher F and teacher D, it shows that both of them have knowledge about the concept of multicultural education. Multicultural education according to Teacher F is a concept that learns about the diversity possessed by every human being which should exist in every subject and should have been applied from the start. It's just that sometimes the teacher applies it without realizing that it is a multicultural concept. Furthermore, Teacher F said that currently the concept of multicultural education has been included in the learning plan. Teacher F's statement is in line with previous study that state about multicultural education is the interaction between those who study with elements and realities of foreign cultures, in other words, as a reflection of the ideals of cultural pluralism in education (Najmina, 2018; Sultanova, 2016). Regarding the concept of the value of multicultural

education, teacher D has its own concept, which is something broad and diverse but must be in the shade of diversity among togetherness. Teacher D's understanding of the value of the concept of multicultural education is in accordance with the dimensions of the concept of multicultural education. Teacher H is able to explain what value concepts are contained in multicultural education so that it can be implemented in everyday life, while teacher D refers to what events inspire multiculturalism in society. In other words, Teacher D uses the problems that occur to raise the value of multicultural education. In addition to teacher understanding, students' understanding of the concept of multicultural education also deserves attention so that interviews conducted with students initially find out how far students understand multiculturalism. The results of the interviews conducted showed that the students interviewed had understood the basic concept of multiculturalism, namely students' perceptions of the value of multicultural education not only about differences in religion, language, ethnicity and race but also related to tolerance and mutual respect for fellow human beings.

The results of the research conducted also show the practice of multicultural education carried out by teachers and students. The teacher tries to introduce diverse Indonesian culture in every history lesson as well as in his assignments. Through the practice of multicultural education, it is hoped that the younger generation will be able to be tolerant, respectful, respectful, fair, non-discriminatory, and humanist (Awaru, 2017). It can also be interpreted that multicultural education must be able to develop awareness in students, teachers and also the community to respect each other's cultures that develop in society and eliminate efforts to carry out cultural uniformity in various fields so that the ideals of a tolerant life will be achieved (Cherng & Davis, 2019). Therefore, the main goal of multicultural education is to provide equal and equal rights in education to all students from various racial groups, social classes, ethnic groups and cultural groups. Through multicultural education, students are expected to be able to work together, build harmonious interactions and cooperate with people who are different from themselves so that people who are aware of diversity will be created (Gay, 2013).

This initial goal is very important because it is hoped that multicultural education will not only become a discourse but can be applied in the world of Indonesian education. When people who are directly involved in educational practice already have multicultural awareness, they hope to become agents of change, they not only equip students with subject matter, but can also instill pluralism, humanism, and democracy. the values that exist in students (Janakiraman & Watson, 2019). Meanwhile, the ultimate goal of multicultural education is so that students are not only able to understand and master the subject matter but are also expected to have strong characters to always prepare themselves for a democratic, pluralist and humanist society. (Yaqin, 2005). From the explanation above, the common thread shows that the purpose of multicultural education is to provide equal opportunities to students with different backgrounds to get an education. In addition, the purpose of multicultural education is so that students not only get lessons from teachers but also character values that are humanist, pluralist, motivated so that later they can become agents of change to create a harmonious social life.

Discussion

Multicultural Education in History Learning

Views related to the concept of multicultural education have long been defined by various scientific fields such as philosophy, anthropology, psychology and sociology. Multicultural education was born because of problems that began to arise as a result of human feelings that felt oppressed. Multicultural education provides a noble place for humans because they view equal human status, can work together, have tolerance in respecting others even from different cultural backgrounds, races, ethnicities, religions, genders, and perspectives (Agirdag et al., 2016). If we look at the definition of multicultural education, it is very important if multicultural education is one of the concerns in the world of education, especially in learning. The implementation of multicultural education in educational units is believed to be a real solution to the problems of intolerance that occur in today's society. In other words, multicultural education can be an alternative means of solving socio-cultural conflicts (Martincová & Lukešová, 2015; Salgur & Gursoy, n.d.). One thing that can be done is to integrate multicultural education with social subjects in schools, especially history subjects. Through learning the history of multicultural education can be applied to students and make students have a sense of awareness of the diversity that is around them. Teachers are expected to be able to provide an overview of the importance of multicultural education by taking examples from historical events. By incorporating appropriate activities, students' educational experiences can be made meaningful by producing behavior change, not just providing content knowledge (Janakiraman & Watson, 2019). The opinion of Teacher F in the interview explained that multicultural education has long been integrated into history learning unconsciously by teachers. However, after the development of the concept of multicultural education in the world of education, teachers began to integrate multicultural education in history subjects starting from preparing lesson

plans (RPP). The opinion of teacher F is also in line with the opinion of teacher D that state multicultural education is an idea that can be implemented in social learning in schools, especially history learning. When the teacher talks about a material, the teacher can integrate it into the values of everyday life.

Education expert from the Netherlands Prof. Langerveld in the book on multicultural education states that education is a guidance given by adults to children who are considered immature whose main goal is to reach the peak of maturity (Mahfud, 2016). Whereas other researcher said that education is a socially organized and regulated process of transferring socially significant experiences from previous generations to the next. Teacher F state multicultural education must be implemented since the beginning of students entering the world of education, the simplest example that can be introduced by teachers regarding multicultural education materials is the local history of these students, for example the introduction of regional clothing culture, then the junior high school stage begins to develop on a wider range of material. At the high school stage the implementation of multicultural education becomes more complex by raising material themes such as in historical material which is more related to understanding the concept of multicultural education.

In the research conducted at SMA Negeri 46 Jakarta, the researchers focused on the 5 dimensions mentioned above. These 5 dimensions can be found in SMA 46 Jakarta and become 4 stages of developing the value of multicultural education. The first stage of developing the value of multicultural education is the inclusion stage, which is studying ethnic groups singly, in the case of inclusion, teacher H often gives lessons centered on heroes from that ethnic group. Entering the second stage, namely infusion, at this stage multicultural education is more emphasized on the integration of historical content and context, in the case of SMA 46 Jakarta, teacher D always emphasized that Indonesia would not stand firmly like this if Indonesia only thought about certain ethnicities. The next stage is deconstruction, at this stage the role of multicultural education is that students are able to provide different views so that students are able to think critically in viewing cultural diversity. The last stage is transformation, the last stage is how the theories of multicultural education can be implemented in everyday life. But, teacher H explained that multicultural education in history learning is how to be a hero during this Covid-19 era. In the past, being a hero by expelling the invaders from Indonesia, while now expelling covid-19 from the earth of Indonesia, in different ways.

The history teacher of SMA Negeri 46 Jakarta in his learning has integrated multicultural education in history learning which can be seen from the results of observations made by researchers, according to teacher F who said that actually the most difficult thing in implementing this multicultural education is changing the thinking patterns of students, because in reality in the field there are still many students who think that the ethnic majority is better than the minority. The results of interviews with student G, Ms. F always displays cultures outside the culture that exist in the classroom, so that we students feel that we have gained new knowledge from teacher F's explanations or explanations. One example is when reading the youth oath, students who have a voice region are asked to read the youth oath so that listeners know that this voice comes from a certain area, this made us realize that studying history is very important because learning history can unite us who are diverse. History teachers present historical materials by integrating events related to multicultural education such as in explaining Indonesian History material in the context of the Early Independence Period, namely compiling the Ideology and Constitution of the Indonesian State. During the observations made by researchers in history learning activities, the teacher explained about the material for the preparation of the Jakarta Charter to be able to instill an objective attitude and provide a deep understanding of the event. The following is an excerpt from the events in the formulation of the Jakarta Charter which should be held on Friday, to respect Muslims as members of the assembly who will perform Friday prayers, the meeting will be rested until the Friday prayer is over and will start again. In addition, an interesting fact about multiculturalism in that event was that the members of the meeting consisted of representatives of various religious organizations and they exchanged opinions on the contents of the Jakarta charter, as a Muhammadiyah figure named Abdul Kahir Muzakir asked Alexander Andries Maramis. representing Christians on the Jakarta charter. Then AA Maramis agreed to the Jakarta charter agreement. In the afternoon after reading the text of Hatta's proclamation, a kaigun (Navy) officer was approached by saying that Protestant and Catholic representatives in areas controlled by the Japanese Navy objected to the part of the sentence in the Jakarta Charter, which reads 'God with obligations implement Islamic law for its adherents. The next day Hatta went to Ki Bagus Hadikusumo, Wahid Hasyim, Kasman Singodimedjo, and Teuku Hasan to hold a meeting to replace the seven sentences so that no minority would feel hurt because of the seven words. In the end, Ki Bagus Hadikusumo, Wahid Hasyim, Kasman Singodimedjo, and Teuku Hasan agreed to delete the seven words in order to create national unity.

After learning the Jakarta charter, I feel grateful to the heroes that the teacher has described, which they want to replace the 7 words so that Indonesia can unite without being divided by diversity,

with other students I feel grateful because after this lesson we are closer The relationship is friendly because according to teacher F's explanation, although we are different in many ways, we have absolute similarities, namely we are Indonesian, said student Y. Likewise, student G in his interview said that by studying this lesson, I felt like making broad friendships and wanting to delve into history in order to know deeply about Indonesia with all its differences.

When learning about the Jakarta Charter is not conveyed in depth and impressively, what happens is that students feel unfair in the decisions of the Jakarta Charter which will eventually create a dividing wall. However, if the teacher succeeds in making good teaching, what happens is that students have the awareness that Indonesia does not belong to just one person but belongs to all those who live on Indonesian soil. So this fact is called multiculturalism, which means living without seeing differences. This incident is an example of the integration of multicultural education with history learning, multicultural education refers to how to respect differences and can live side by side even though there are significant differences in terms of skin color, religion, race, livelihood and vision and mission of life. In the concept of multicultural education, there are various cultural values that can be integrated into history learning, including four values, namely tolerance, pluralism, humanism and democracy.

Tolerance Value

Tolerance is the value of humanity and harmony between humans even though they have different beliefs (Azis et al., 2018). The cultivation of this tolerance requires the involvement of various parties, including the existing educational institutions, both formal and informal. The involvement of educational institutions is considered to have a very large influence in shaping the mindset of future generations. School is a place where students receive good grades and bad grades, this acceptance will leave a mark in real life in the end (Muhammad & Widyanto, 2019). In history learning, the value of tolerance has existed since ancient times (Nurjanah, 2017; Zamhari, 2017). When Rakai Pikatan built a Buddhist-style temple for his wife named Pramodhawardani. At that time Rakai Pikatan was Hindu while his wife was Buddhist. Rakai Pikatan has the idea that there is no problem if people have different religions, the most important thing is that fellow human beings must have an attitude of unity. The results of research conducted by each teacher as a key informant in the study were able to provide an understanding related to the value of tolerance in the classroom, school environment and even in social life. For example, in history learning materials, teachers provide explanations regarding the value of tolerance that has developed since ancient times. Material in the history of the development of Hinduism and Buddhism in Indonesia. When the king of a Buddhist kingdom, Rakai Pikatan, built a Buddhist-style temple for his wife, Pramodhawardani. At that time Rakai Pikatan was Hindu while his wife was Buddhist. Rakai Pikatan has the idea that there is no problem if people have different religions, the most important thing is that fellow human beings must have an attitude of unity.

Democratic Values

Democracy is a freedom that is in the swift current of difference. This diversity is the identity of the nation and is the wealth of the Indonesian people. Democracy has an important meaning, namely that every community has equal rights in assessing and mutual respect for the diversity that each society has (Agustina & Bidaya, 2019). The value of democracy in the integration of multicultural education has a close relationship with history learning (Sadono & Masruri, 2014). The value of democracy is reflected in the lessons given by teacher D when students discuss with their classmates about the film on the founding of a national organization and the youth oath. During the discussion they throw questions at each other and argue with each other, when there is a different group of students other students will see why the students have very different opinions, and after looking for the roots students are able to accept these differences of opinion, for example students do not agree with the mention of the oath youth, because there are not only young men but women. With this problem, students participate in discussions and respect each other's opinions. Initially watching the film, then followed by a long discussion, the students were able to have an understanding of Indonesia's independence, which was the result of the struggle of various ethnic groups, genders and ethnicities in Indonesia. The value of democracy in learning applied by teacher H lies in how the teacher divides groups into students to study their respective cultures and then relate them to history, for example what if in the Jakarta charter students who come from Java are exchanged with students who become people from Indonesia. East who has a different background from Java. Then when the teacher explained about the abolition of the seven words in the Jakarta charter, which was conveyed by Hatta in the meeting. This will foster a sense of democracy that exists in the minds of students and have an understanding that everyone has the right to get the same thing as fellow human beings regardless of background.

Plural Value

Plural values include the ability to accept the diversity that exists around the community. Indonesia is a pluralistic country characterized by the development of foreign cultures. The value of pluralism gained in history learning is that students can understand that Indonesia has different ethnicities, tastes and religions (Setiawan et al., 2021). The existence of these differences makes them have their own mindset and ideas. Therefore, with pluralism, students can learn that diversity is not to dwarf a thought, but diversity must make students able to face the reality of diversity around them. An example of a historical event is the arrival of the Chinese to Indonesia. Indonesia is a country built on differences, so from that difference was born the unity that became the basis of the State known as Pancasila and strengthened in *Bhinneka Tunggal Ika*, without multiculturalism Indonesia would not be known as a rich country, therefore multiculturalism is the main attraction for Indonesia (Agustina & Bidaya, 2019).

Humanist Value

Humanist education is interpreted as education that is directed at the interests of all components of education, which is not only oriented to the humanism of students but also to the teachers. Humanist education will become humanist when in the concept and flow of alignments it is not only directed at the interests of students as human beings but must also be directed at teachers as human beings who must be respected and respected (Riyanton, 2015). The humanist value in relation to history learning and multicultural education is that teachers must be able to provide a human understanding of humans so that students are able to realize the values of mutual respect. History is able to realize humanist education or other languages are capable of humanizing humans. In a country, education is one of the means to improve the quality of human resource outcomes. Humanistic education applied in educational units that provides opportunities for students to be able to develop their respective potentials (Kamza et al., 2020). With the examples above, the teacher is able to draw historical events to be reflected in everyday life, namely students can have a free spirit of opinion and are able to accept the differences around them. Based on research that has been done, the value of humanism can be seen from students who make groups regardless of skin color, race, ethnicity and religion. This can be seen very clearly when students have watched films with them, they make other humans with different backgrounds into objects of thought, with that they are able to realize the value of humanizing humans.

In addition, in implementing history learning that is integrated with multicultural education, teachers face various challenges such as internal and external challenges. Internal challenges faced by teachers from when learning took place. Teachers find it difficult to provide more detailed explanations for historical materials related to multiculturalism because considering the conditions when the research was conducted it was distance learning. With less time and dense material, teachers find it difficult to export material to students, then in relating it to assignments, children lose the meaning of the concepts expected by the teacher. External barriers are obstacles from outside, for example, teachers and students are not given the opportunity to be able to explore the material by visiting historical places directly related to the material as well as a means for students to get to know each other in their respective cultures. So that students experience barriers to socializing with other cultural environments. With the results of this study, it can be used as a reference material by history teachers to be able to carry out developments in the application of multicultural education in history learning. Teachers can evaluate in overcoming the challenges and obstacles encountered when teachers integrate multicultural education with history learning. In addition, in line with social issues that occur in people's lives today regarding cultural differences in society that have the potential to trigger intercultural conflicts if it is not instilled the importance of multicultural education is instilled in school children from an early age as a component in society so it is necessary further research on the application of multicultural education not only in history learning but in other social subjects in learning at school.

4. CONCLUSION

Based on the results of research and discussion on the integration of multicultural education values in history learning at SMA Negeri 46 Jakarta, it can be concluded that the teacher has implemented it well. This can be seen from the teacher's understanding of multicultural education and how teachers are able to apply multicultural education in the practice of learning history, which will then make students have an understanding of multicultural education which is integrated into a more in-depth explanation of historical materials. Apart from understanding the concept being measured, there are values that can be taken from the integration of multicultural education in history learning, namely the values of democracy, nationalism, humanism and pluralism. This can be illustrated because the teacher has five important

components in the learning process, namely learning objectives, historical materials, learning methods, learning media and learning evaluation. So that the creation of learning that is meaningful and has life values that can be implemented in the learning process. In addition, there are obstacles that must be often considered, namely multicultural education in history learning must include social reality, in this challenge students must be able to get used to the existence of cross cultures that exist around them.

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