The Impact of the Multi-Representational Discourse Learning Model and Student Involvement in Applying Multiculturalism Values

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A B S T R A K

Multikulturalisme merupakan pondasi awal dalam mendidik siswa menjadi warga negara yang dapat menghormati dan menghargai keanekaragaman di Indonesia. Oleh sebab itu, pendidikan multikultural sangat penting diterapkan di sekolah, khususnya sekolah dasar. Penelitian ini bertujuan untuk menganalisis keterlibatan siswa sekolah dasar dalam menerapkan nilai-nilai pendidikan multikulturalisme dengan model pembelajaran Diskursus Multi-Representasi. Penelitian ini menggunakan metode penelitian campuran (mix-method). Pengumpulan data dilakukan melalui observasi, wawancara, dan penyebaran kuesioner. Instrumen pengumpulan data yang digunakan adalah lembar observasi, pedoman wawancara, dan kuesioner. Proses analisis data dilakukan secara kualitatif dan kuantitatif. Hasil penelitian menunjukkan bahwa keterlibatan siswa dalam menerapkan nilai pendidikan multikultural adalah penerapan nilai belajar hidup dalam perbedaan serta saling menghargai dan menghormati. Penerapan nilai-nilai multikultural dengan model pembelajaran Diskursus Multi-Representasi mengajak untuk menerima perbedaan yang ada pada sesama manusia sebagai hal yang alamiah (natural sunnatullah). Selain itu, pedidikan multikultural menanamkan kesadaran kepada mahasiswa akan kesetaraan (equality), keadilan (justice), kemajemukan (plurality), kebangsaan, ras, suku, bahasa, tradisi, penghormatan agama.

A B S T R A C T

Multiculturalism is the initial foundation in educating students to become citizens who can respect and appreciate diversity in Indonesia. Therefore, multicultural education is very important to be implemented in schools, especially elementary schools. This study aims to analyze the involvement of elementary school students in applying the values of multiculturalism education with the Multi-Representational Discourse learning model. This study uses a mixed research method (mix-method). Data was collected through observation, interviews, and distributing questionnaires. The data collection instruments used were observation sheets, interview guidelines, and questionnaires. The data analysis process was carried out qualitatively and quantitatively. The results showed that the involvement of students in applying the value of multicultural education is the application of the value of learning to live in differences and mutual respect and honor. The application of multicultural values with the Multi-Representation Discourse learning model invites to accept the differences that exist in fellow human beings as natural things (natural sunnatullah). In addition, multicultural education instills awareness in students about equality, justice, plurality, nationality, race, ethnicity, language, tradition, and respect for religion.

1. INTRODUCTION

Indonesia is the largest multicultural country in the world. It has many ethnic, religious, and cultural groups (Asri Humaira et al., 2019; Rachmadtullah et al., 2020; Vervaet et al., 2018a; Zamroni et al., 2021). The diversity of a multicultural society is an asset of the nation's wealth on the one hand, and conditions are very prone to conflict and division on the other. Diversity in the world of education can trigger gaps in the world of education itself and can trigger other social conflicts. The birth of multicultural

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education is a way to minimize or even eliminate gaps in all fields, especially in the world of education. The life of the Indonesian people is full of diversity in terms of culture, ethnicity, nation, religion, and belief. Indonesia is a pluralistic country (Cherng & Davis, 2019; Choi & Mao, 2021). Various problems in society related to the issue of differences, such as differences between groups, violence between groups, brawls between students, bullying of school children and their friends, show how vulnerable the sense of togetherness in diversity has been built by the nation's founders (Ahamer, 2012; Parkhouse et al., 2019; Tonbuloglu et al., 2016). This problem raises the existence of discrimination among others. This problem cannot be allowed to happen continuously, especially among elementary school children who still need mental and character strengthening. Because education is a very appropriate medium to introduce multicultural values.

The negative impact that we can see today is the lack of understanding of multicultural education for our young generation, in this case, school-age children. This lack of understanding about multicultural education also has an impact on the fading of the Indonesian national identity, the noble values of the Indonesian nation are starting to be abandoned by our younger generation. This raises various problems in the world of education which result in the development of the quality of education being hampered. Starting from the emergence of radicalism directly or through social media, brawls between schools, criminal acts committed by school-age children, the disappearance of the nation's cultural values in the younger generation, intolerance among others, and discrimination in the world of education that still occurs today.

The context of multicultural education is an attitude of accepting the plurality of human cultural expressions in understanding the main message of religion, regardless of the main details (Banks, 2015). The main base is explored by basing on the teachings of Islam because the Islamic dimension is the basis for distinguishing as well as the pressure point of this educational construction (Adnan et al., 2021). The use of the word Islamic education is not intended to negate the teachings of other religions, or non-Islamic education, but rather to confirm that Islam and Islamic education are very closely related to teachings that respect pluralism and multiculturalism (Fatonah, 2019; Geerlings et al., 2019; Mazid et al., 2021). Elementary school as one of the educational institutions that generally teacher various kinds of subject matter needs to hold new teaching to develop multicultural education in accordance with its objectives, namely helping students in developing adequate understanding and attitudes towards a culturally diverse community environment (Abacioglu et al., 2022; Jayadi et al., 2022). Multicultural education has a goal, namely to provide every student with a guarantee to get the same opportunity to achieve maximum achievement in accordance with their abilities.

Research studies on the application of multicultural education have been carried out by several researchers who suggest that educational equality is always relative and the process towards a higher level both in quantity and quality depends on certain historical and social conditions (Indrapangastuti, 2014; Rohmad, 2018). Based on the findings of previous research, the importance of implementing multicultural education is because this education pays serious attention to the background of students from the aspect of ethnic, racial, religious, and cultural diversity (Ouyang & Jahng, 2021). However, the implementation of multicultural learning is not as easy as imagined. As the result of study from previous study that found some of the initial problems of multicultural-based learning at the initial preparation stage, among others: (1) teachers are not familiar with their own culture, local culture, and the culture of students; (2) the teacher does not master the outline of the structure and ethnic culture of his students, especially in the context of the subjects he will teach; and 3) the selection of the right learning model so that it can stimulate the interest, memory, and reintroduction of students to the repertoire of their respective cultures in the context of the learning experiences gained (Arsal, 2019; Hoon, 2017; Wijayanti & Indriyanti, 2017).

The DMR (Diskursus Multy Reprecentacy) learning model is a learning-oriented toward the formation, use, and utilization of various representations in class settings and group work (Patonah, 2019; Rusmilah et al., 2022). The DMR (Diskursus Multy Reprecentacy) learning model can be the right choice in teaching multicultural. This model emphasizes learning in heterogeneous groups by helping each other, working together to solve problems, and uniting opinions to obtain optimal success both in groups and individually. A process of solving problems and developing problem-solving skills. Learning with the DMR (Diskursus Multy Reprecentacy) model emphasizes the process of understanding concepts by way of group discussion, while other learning models emphasize the skills of one or two people in a group, DMR (Diskursus Multy Reprecentacy) learning emphasizes the discussion process to apply values of multicultural education in elementary schools (Cheung & Lee, 2010; Herdiana et al., 2021; Plotnikova & Strukov, 2019). Based on this, the researcher is interested in conducting research to analyze the involvement of elementary school students in applying the values of multiculturalism education with the Multi-Representational Discourse learning model. The novelty of this research is the use of DRM (Multi Representation Discourse) which has not been widely used by previous researchers so that it can be used as a basis for developing studies using learning models to understand the values of multiculturalism

education in elementary schools, and contribute ideas about learning models appropriate for the application of multicultural values. Practically, it is hoped that this research can increase knowledge and contribute ideas about the application of students' multicultural education in elementary schools.

2. METHOD

This study aims to analyse the involvement of elementary school students in the application of the values of multiculturalism education with the DMR (Diskursus Multy Reprecentacy) Learning model. This research uses mixed methods, namely research that combines two forms of research approaches, namely qualitative and quantitative. Mixed research is a research approach that combines qualitative research with quantitative research (Creswell, 2014). Mixed method is a research method by combines two research methods at once, qualitative and quantitative research activity so that more comprehensive, valid, reliable, and objective data will be obtained (Kimmons, 2022). In general, this mixed method research aims to better understand the research problem by triangulating quantitative and qualitative data. This study also aims to explore participants' views or qualitative ones to be analyzed based on a wide sample. Participants in this study were public elementary school students in the city of Semarang as many as 28 participants consisted of male sex coded (M) and 47 female gender-coded (F). The technique of placing participants in this research is using purposive sampling. Purposive sampling is used when a researcher wants to target an individual with an interest in research. Each respondent only filled out interview instruments that had been prepared online via Zoom Meeting and Google Form. The profiles of participants is shown in Table 1.

Table 1. Profile of Participants

Aspect	Criteria	N
Gender	Male	28
	Female	47
Age	>9 year	70
	<9 year	5
Religion	Islam	22
	Protestant	11
	Catholic	12
	Hindu	2
	Buddha	7
	Confucius	14

Research instrument is a tool used to collect data or information that is useful to answer research problems. The data studied in this study were oral and written data. Data was collected through observation, interviews, and distributing questionnaires. The data collection instruments used were observation sheets, interview guidelines, and questionnaires. There are several indicators related to the values of multicultural education as shown in Table 2.

Table 2. indicators of Multicultural Education Values in Research

Multicultural Education Values	Indicator
Tolerance Value	The attitude of respecting, allowing, or allowing the establishment (views, opinions, beliefs, habits, behavior, and so on).
Value of Democracy	Freedom in choosing a profession, choosing a hobby or interest, choosing an area of life, even in making a choice of religion cannot be forced.
Equivalent Value	Same level (position, rank), indicating the existence of the same level, the same position, not higher or lower than each other
Value of Justice	The balance or harmony between claiming rights and carry out obligations.

Collecting data procedure including, quantitative data analysis: the first step in distributing questionnaires to employees whose samples have been selected. Second, the second step is to rate the answers to the questionnaires that have been filled out by employees (strongly agree, agree, hesitate, disagree, strongly disagree). Third, the third step is tabulating the collected data by entering data (numbers) into excel, after that looking for the average (average), median (median), and numbers that often come out. Fourth, the fourth step is entering into SPSS (Flick, 2022; Stewart, 2022). Furthermore, the data in this study

were analyzed using qualitative descriptive analysis with Nvivo12 assisted coding. By using Nvivo12 it is easier for researchers to visualize the data. . The results of the exploration can be visualized in the form of a mind map. The visualization of the mindmap of this research can be seen in Figure 1.
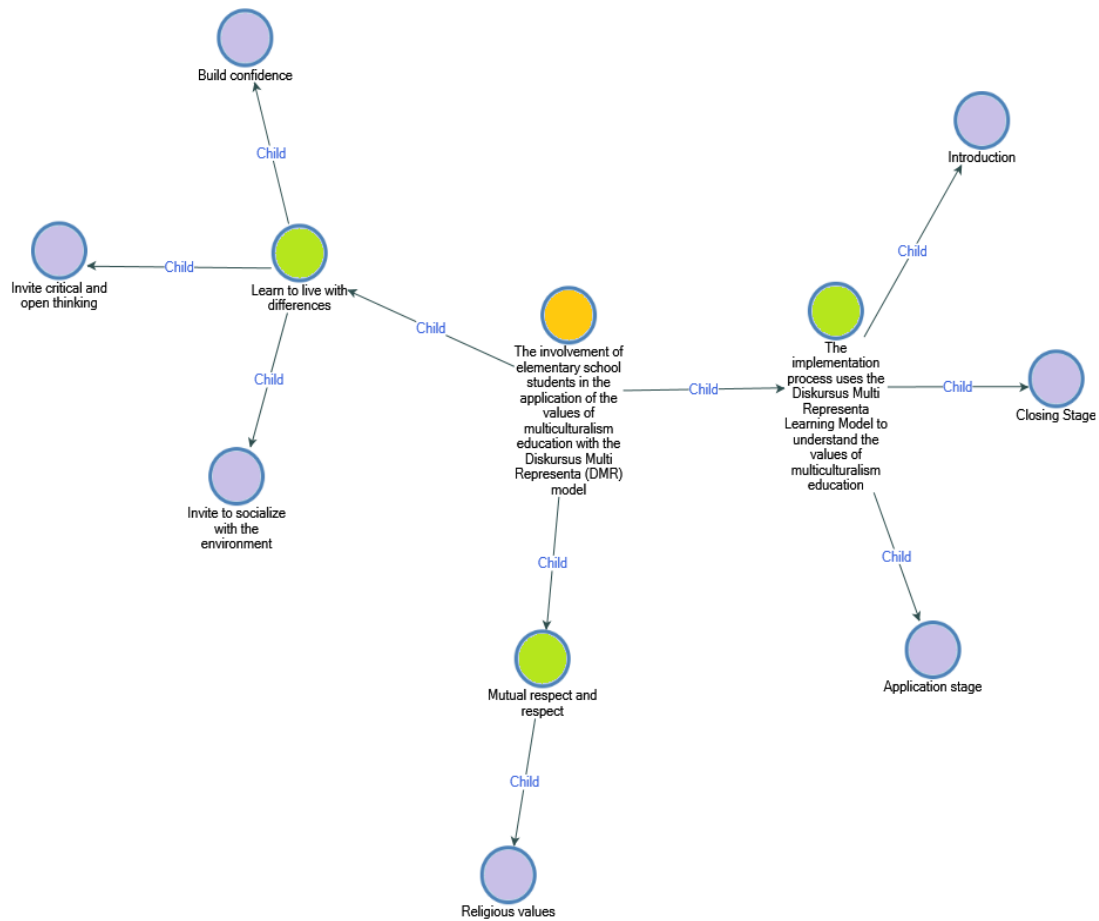

Figure 1. Project map Primary School Students' Involvement in the Application of Multicultural Values with the DMR Learning model (NVIVO 12 visualization output).

3. RESULT AND DISCUSSION

Result

This study aims to determine the involvement of elementary school students in the application of the values of multiculturalism education with the DMR (Diskursus Multy Reprecentacy) learning model. The results of this study are reported quantitatively and qualitatively, for the quantitative data obtained are the results of the acquisition of descriptive statistics as shown in Table 3.

Table 3. Descriptive Statistics

	Results
N	75
Range Statistic	30
Minimum	68
Maximum	98
Mean	92.15
Std Deviation	5,058
Variance	25.58
Skewness	277
Kurtosis	548

Based on table 3. Descriptive Statistics shows the number of respondents (N) 75, from 75 respondents data obtained from respondents are normally distributed or not. Skewness measures the skewness of the data while Kurtosis measures the peak of the data distribution. Data is said to be normally distributed if it has Skewness and Kurtosis values close to zero. The results of the SPSS output display provide Skewness and Kurtosis values, respectively 0.277 and 0.548. So it can be concluded that the data determine the involvement of elementary school students in the application of the values of multiculturalism education with the Multi Representa Discourse Learning model with a normal distribution. Furthermore, the results of qualitative research can be seen in the following themes. Placing the implementation process using the DMR (Diskursus Multy Reprecentacy) Learning Model towards understanding the values of multiculturalism education is the theme of this study. The "Project Map" in the NVivo 12 software for this indicator can be seen in Figure 2.
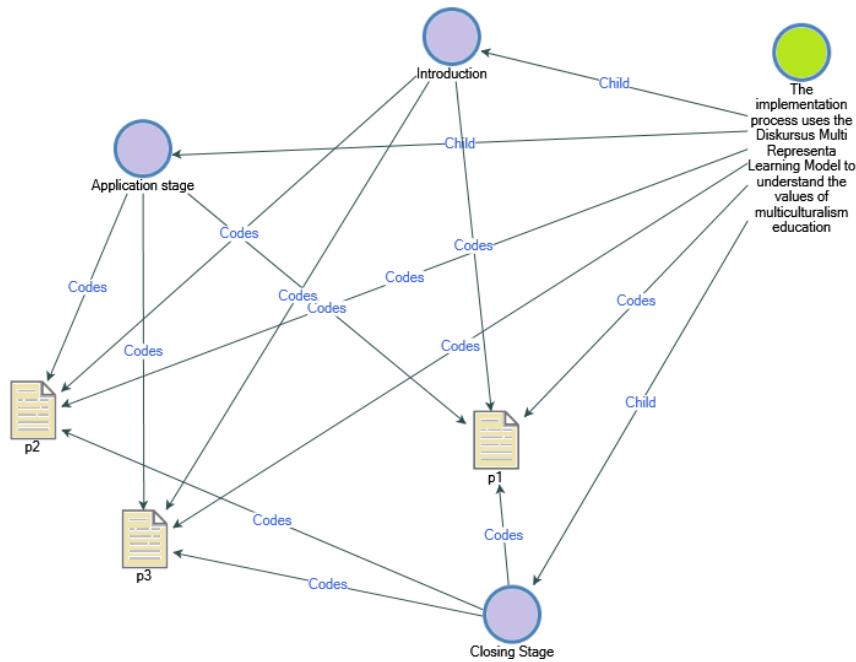

Figure 2. The Implementation Process Uses the Learning Model DMR (Diskursus Multy Reprecentacy) to Understand the Values of Multiculturalism Education (NVIVO 12 Visualization Output)

Learning with the DMR (Diskursus Multy Reprecentacy) model is more about the process of understanding concepts by way of group discussion, if other learning models emphasize the skills of one or two people in a group, DMR (Multy Reprecantacy Discourse) learning emphasizes the discussion process to find answers of a problem and get the results of discussions that are agreed upon by all group members. Based on observations made in the field, the teacher prepares a lesson plan, then the teacher prepares material sheets and student worksheets according to the material to be studied. In the Preliminary Stage, the teacher opens the lesson with greetings, prayers, and student motivation. The teacher informs about learning with the DMR model, and the teacher conditions the class. the teacher divides the students into five heterogeneous groups. Students sit in their respective groups. the teacher distributes material sheets and student worksheets. At the implementation stage, each group discusses the material being studied and each member takes notes. Students are randomly assigned to present the results of their group discussions in front of the class and each student who appears is responsible for his group. Students ask and answer each other with the presenter. The teacher adds an understanding of the material about the importance of tolerance and diversity. Closing Stage. The teacher distributes student worksheets. Students work on worksheets individually. Student worksheets are collected for assessment. The teacher and students conclude the material. Learn to live with differences. Placing Learn to live with differences as the theme in this study The "Project Map" in the NVivo 12 software for this indicator can be seen in Figure 3.
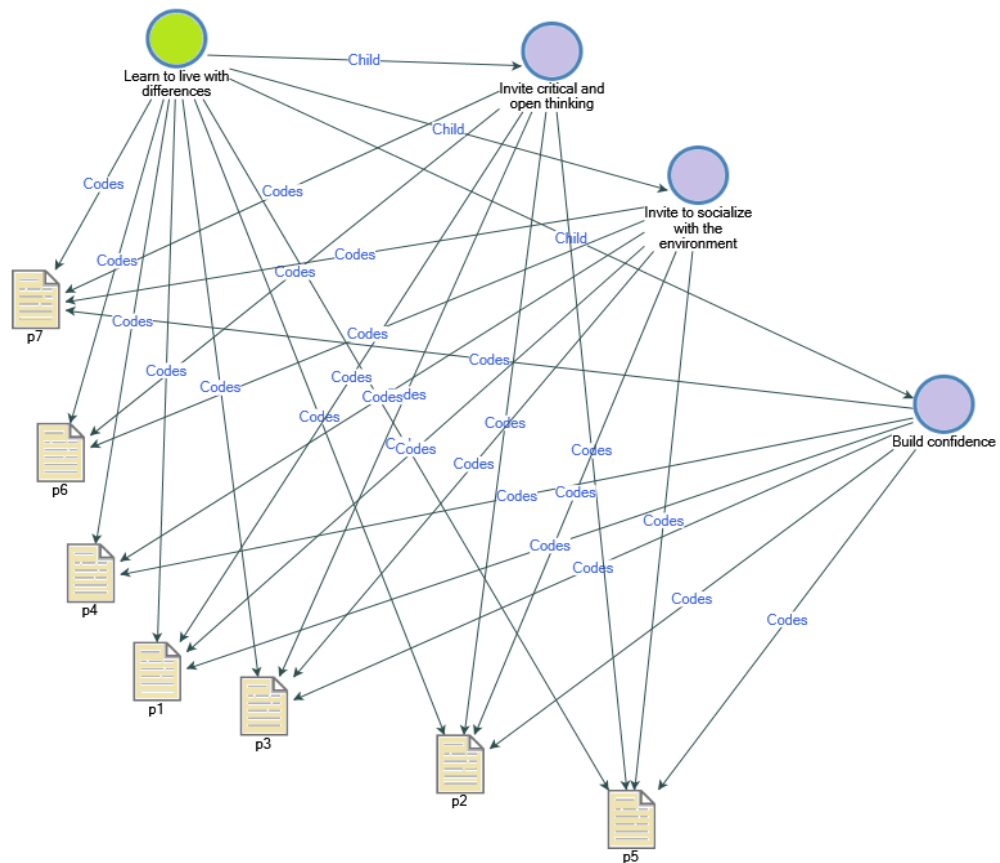
Figure 3. Learn to Live with Differences (NVIVO 12 Visualization Output)

Based on Figure 3 learning to Live Together in Diversity discusses themes that are considered relevant to broaden horizons and develop multicultural attitudes without being trapped in relativism, syncretism, and cultural indifference, and not trapped in the narrow view of moral monism. Teaching children to recognize differences and respect them, can be a provision for children to be able to communicate, socialize, collaborate with many people, and have self-confidence. ways that parents and teachers can do to train children to respect differences and diversity in the environment, among others: (1) Invite critical and open thinking Introduce to children that diversity in the surrounding environment is a gift from God Almighty. (2). Invite to socialize with the environment Give children the freedom to make friends with anyone regardless of religion, ethnicity or race. (3). Build self-confidence Build children's self-confidence by practicing self-love. From here, children will get to know a lot of diversity and can increase their enthusiasm of children in developing their talents and interests.

The results of interviews with participants about how students' perceptions regarding learning to live in differences are summarized as follows: the reason we must respect differences is to create a harmonious life, the environment in our lives will certainly create an atmosphere of harmony, comfort, safety, and peaceful so as to avoid disputes. There are also those who state the reasons and other benefits that can be obtained if we can respect differences, namely the avoidance of disputes to hostility that can trigger social conflict. An attitude of mutual respect can certainly minimize disputes to hostility or quarrels so that our lives can run in harmony. Mutual respect and respect Placing Learn to live with differences as the theme in this study The "Project Map" in the NVivo 12 software for this indicator can be seen in Figure 4.
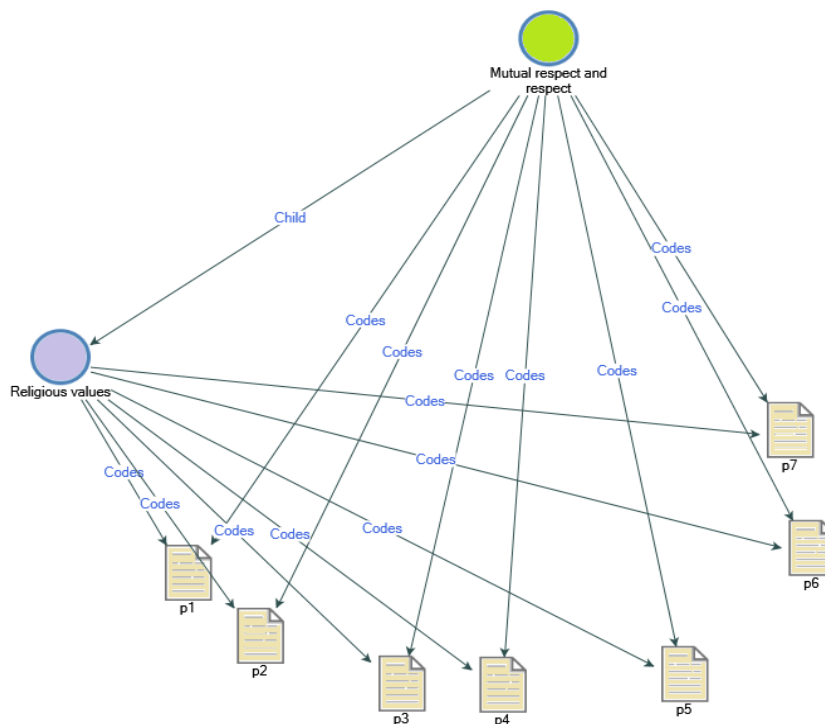
Figure 4. Mutual respect and respect (NVIVO 12 visualization output)

Base in figure 4 mutual respect and appreciation in social interactions is important so that there are no divisions in society, and resolve problems by deliberation to reach consensus. As individuals in society, they will get along and work well for the benefit of themselves, their families, and society, not because they want to be praised or appreciated but because of religious beliefs that encourage them to do so. Mutual respect and appreciation between individuals despite differences is called tolerance. In social life and also in the school environment, there are often many differences, for example, having friends of different ethnicities, neighbors of different religions, and so on. The way to instill an attitude of mutual respect and appreciation is that students are required to get along with all friends regardless of religion.

Based on the results of interviews with students regarding what benefits they get in apply the value of Mutual Respect and Respect are summarized as follows: By respecting each other, it will provide good benefits. Also, there are no unnecessary problems. There is no benefit from the problems that occur. On the other hand, if we respect each other, it will be very useful. The other statement also state that with an attitude of tolerance, conflicts and divisions between individuals and groups will not occur. Many people mention tolerance as the main key to peace that should be maintained.

Discussion

The involvement of elementary school students in the application of the values of multiculturalism education with the Multi-Representa Discourse Learning model found positive research results because students were directed to learning activities that were direct application. Differences and secondly the value of mutual respect and respect, this multiculturalism education will be able to instill the values of pluralism, humanism, and democracy directly in school students. Especially for educators to be able to design learning based on the diversity of abilities, the social background of students, religion, culture, and others. This must be considered in the implementation of the most important multicultural education strategy and concept in this strategy not only so that students can easily understand the lessons learned, but will also to increase their awareness so that they always behave in a humanist, pluralist, and democratic manner (Rachmadtullah et al., 2020; Zamroni et al., 2021). Likewise, a teacher does not only master the material professionally but also must be able to instill the core values of multicultural education such as humanism, democracy, and pluralism. This condition is a challenge for the world of education to be more oriented toward multicultural understanding (Agirdag et al., 2016; Jones & Lee, 2021; Özerk & Özerk, 2020).

Schools that have a strategic role in inculcating the nation's moral values are responsible for these efforts. Schools through the teaching process need to emphasize and instill that diversity as a nation's wealth deserves to be understood comprehensively. In line with that, a pluralist attitude is an attitude of accepting plural and diverse situations in the hope that it can foster understanding for mutual understanding with one another (Althof & Berkowitz*, 2006; Revell & Arthur, 2007; Wardhani et al., 2018).

Thus, a pluralist attitude is a construction of multicultural values that are instilled in the school environment. Instilling multicultural values in schools is an installation of trust (the cognitive component), and is expected to influence emotional (affective) and behavioral (cognitive) problems which will foster a positive initial attitude in students towards plural conditions. Between individuals, it is hoped that a sense of love, peace, and tranquility will arise in a pluralistic society. The indicators of someone who has a pluralist attitude are Living indifference (tolerance), mutual respect, building mutual trust (husnudzan), interdependence (mutual need/mutual dependence), and appreciation of cultural plurality (Choi & Lee, 2020; Malone & Ishmail, 2020; Vervaet et al., 2018b).

This is in line with the previous study which revealed the extent to which multicultural teaching was applied in elementary schools (SD) by explaining the implementation of multicultural education in primary schools during the pandemic (Nurhasanah & Suastika, 2022). The results found that multicultural learning can shape perspectives, practices and considerations that are more far-reaching for students in various studies, so they have options to encourage resilience. Multicultural learning can cause students to gain diversity and can foster a sense of belonging. This is also supported by other studies that reveal the model of multicultural education in the City of Ternate based on local culture (Ajam & Alhadaar, 2019). In practice, religion teachers or schools, apart from referring to the national curriculum, teachers or schools also add other subjects in the form of extracurriculars. The interaction between teachers and students, both inside and outside the classroom is intensive.

Multicultural education as an alternative education should be developed and used as a model of education in Indonesia for the reasons, First, the reality that Indonesia is a country inhabited by various tribes, nations, ethnic religions, with diverse languages and brings heterogeneous cultures as well as diverse traditions and civilizations. variety. Second, this plurality has inherently existed since the existence of the Indonesian nation. Third, society opposes business-oriented, commercialization, and capitalist education, which prioritizes certain groups or people. Fourth, society does not want violence and arbitrariness in the implementation of everyone's rights. Fifth, multicultural education as resistance to fanaticism that leads to various types of violence and arbitrariness. Sixth, multicultural education provides hope in overcoming various societal turmoils that have occurred recently. Seventh, multicultural education is full of human, social, and spiritual values. , and divinity (Asri Humaira et al., 2019; Rachmadtullah et al., 2020; Vervaet et al., 2018; Zamroni et al., 2021).

The value of multicultural education is the process of values that are instilled in the form of a respectful, sincere, tolerant way of life toward cultural diversity that lives in the midst of a pluralistic society. For this reason, through multicultural education as a forum to instill awareness of multicultural values and awareness that the diversity of life is a reality that must be faced and addressed with wisdom, of course, planting a concept like this is done without reducing the purity of each religion that is believed to be true by students. This must be confirmed so that there is no misunderstanding (Anggito & Sartono, 2022; Aslan & Aybek, 2020).

4. CONCLUSION

The results of this study can be concluded that the Multi Representa Discourse Learning (DMR) model is useful in implementing multiculturalism education in elementary schools. Because of this model, the learning process is a process in which there is interaction between teachers and students and reciprocal communication that takes place in educational situations to achieve learning goals. Furthermore, the importance of implementing multicultural education in elementary schools because it can develop Indonesian individuals who master science as well as possible. Multicultural education seeks to invite education citizens to accept the differences that exist in fellow human beings as natural things (natural sunnatullah). In addition, multicultural education instills awareness in students of equality, justice, plurality, nationality, race, ethnicity, language, tradition, and respect for religion. Multicultural education should facilitate the teaching and learning process that changes the monocultural perspective that is essential, full of prejudice and discriminatory to a multiculturalist perspective that respects diversity and differences, is tolerant and open. This kind of paradigm shift demands a transformation that is not limited to a mere cognitive dimension.

5. ACKNOWLEDGE

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