



## THE IMPLEMENTATION OF MULTICULTURAL EDUCATION ON THE 2013 CURRICULUM AT YPPSB ELEMENTARY SCHOOL EAST KUTAI

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### ABSTRACT

This study aims to describe the implementation of multicultural education in the 2013 curriculum at SD YPPSB East Kutai. This type of research is qualitative descriptive, by describing the results of learning observations, interviews with relevant sources, and reviewing syllabus documents, Learning Implementation Plans (RPP), teaching materials, and learning media. The findings of the implementation of multicultural education are carried out in a way; integrating into the theme of learning, making annual activities for self-development in a programmed and scheduled manner, implementing a model of school community model, character building, inculcation and practice of character values in daily life. As well as habituation by taking action on daily activities that are integrated with the annual school routine program.

**Keywords:** Multicultural Education, Elementary School, 2013 Curriculum

### INTRODUCTION

Multiculturalism as a civilization imperative is an issue that always be an important theme in the development of civilization. Multiculturalism as a reality of humanity has existed since a second millennium and the intensity and the existensity are increase at the beginning of the third millennium (Baidhawry, 2010 : 4). Culture itself is a part of life community God's creature in the life journey on the world. Culture has known long ago since a group of human confined to each other in a quite long time, until that groups socialize and interacting with a different environment and culture.

Indonesia simply can be said as a multicultural country. But, the reality in a social life in Indonesia in this more or less

30 years is very concerned. The ethnicity, race and religion conflict or usually called SARA has very lively happening. Dissension and riots are really often found in a various regions in Indonesia. *Lembaga Survei Indonesia – LSI* stated that from the dispute among tribe, ethnicity and religion have a lot of casualties (LSI : 2012).

Indonesia is one of the countries which has so many groups of ethnicity, tribe, cultural custom and religion. Of course Indonesia as a big country is inseparable from a problems and conflicts among ethnicities, religions, races, and cultures. Even though Indonesia has a *Bhinneka Tunggal Ika* motto, but it still found many intolerant attitude to each other. In Pancasila which is be a national principle and a view of Indonesian like, Indonesian should practice a basic values of Pancasila.

According to Tilaar, Indonesian pluralism is a characteristic and the attitude of a nation which is reflected on the attitude and its private citizens. The pluralism of ethnicity, race, culture and religion in Indonesia become a sign that Indonesian can be proud of. Without realizing that that pluralism also save a potential of conflict which can threatening the life of the nation (Mahfud, 2013 : 187). This has proven from a various incident in Indonesia, one of them is in Sampit which is involve two tribes that are Dayak and Madura, in Poso which is involve two religions, Islam and Christian, in Aceh between *Gerakan Aceh Merdeka (GEM)* and Indonesian Republic armies, even a fight that is involve inter-village residents in some regions in Indonesia, even a dissension which is involve inter-school students.

A lots of incidents happen in Indonesia as what have been told before, where with that incident, it can move an educational institute to participate in the prevent of intolerance in society. School as one of the educational institutes has an important role to carry out the planting of shared values, tolerance and has a respect in various differences in society.

Creating a democratic and tolerance society in the pluralism condition must be really hard. Even more in Indonesia which has broad geographical location and its region is an island-shaped which separated from each other by the sea and has a very large population. Of course in realizing all of that should be supported by citizen's awareness which has a broad view of life.

Realize the desirable community order, has an intelligence and a good moral, demands a change at every level of society. To realize all of that, the government through the national education law number

20 year 2003 in the verse 4 also explain that; "Education is held democratically and be fair also not discriminatory with uphold the Human Right, religious value, cultural value and national diversity" (UU Sidiknas, 2003). That change can be applied through the education process which based on the principles of democracy and multiculturalism (Tilaar, 2009, 100).

The education that leads to a sense of tolerance and respect the differences in society can be named as a multicultural education (Baidhaw, 2015 : 1). Multicultural education is a planting process of how to respect and tolerance towards a cultural diversity that there is in the middle of pluralism society like in Indonesia. With the multicultural education, it is expected that Indonesian has a flexibility of thinking and mentality of nation in facing a social conflict.

A mutual respect, tolerance and accept a difference can not be develop alone. Even more in someone's self which has circumstances that tend to expect others like him. The behavior and attitude that accept and respect each other will be quickly experience the development if it is directed, accustomed and trained since the early stage in the education system. Children who is trained and educated from the beginning in the development of tolerance, respect and accept the difference in their lives, so that when they are adult later is expected that they have had the behavior and attitude. Through the respect, tolerance and accept the difference is expected to minimize a friction that happen in an environment. Therefore, it is very important to embed multicultural education value in the teaching and learning process.

Multicultural education which very important should be held in the schools. If we can understand what is the advantage of multicultural education, as an adult person should implement a multicultural education wherever to the children. Because if multicultural education implanted in children since they are little will have a big impact in their lives later. With the multicultural education, the foundation to create Indonesian who is more tolerance and democratic is stronger.

Multicultural education has a power in forming a behavior of tolerance and respect the difference in life, so that the difference is a fairness. In multicultural education is more emphasized on the importance of religious education, so that it can help a realizing the value of universal goodness which is be an important message from every religions and beliefs.

Multicultural education concept is one of the education strategies which can be implement to the all of the subjects. With the multicultural education, it can accommodate the culture differences or culture in each students. Like the difference of religion, local language, gender, social level, tribe, ability and age. So that the learning process is more effective and efficient. The education like this also can be used to build the student's character for being humanist and pluralist in their environment.

School should realize how important the application of multicultural education to the students. Therefore a good management in the implementation of multicultural education is needed. With a good managing the organization of multicultural education can be one of the solution to the conflict that happen in society (Choirul, 2013 : 215). So that, it can bring up a mental attitude of the

nation that sturdy and not easily broken when the difference happen (Sulalah, 2011 : 2). That then the implementation of multicultural education should be in line with the curriculum system that is applied now.

2013 curriculum is a new curriculum, which is used in Indonesia after using KTSP curriculum. 2013 curriculum is a set of plan and setting about aim, content and lesson material also the method used as a guidelines for organizing learning activities to reach a certain education purpose (Permendikbud, 2013).

2013 curriculum is developed based on the factors: 1) internal challenge, inter alia, related to the condition of education which referring to the eight standard of National Education. 2) external challenge, inter alia, related to the globalization flow and some issues which related with the living environment problem, technology and information advance (Permendikbud, 2013). Multicultural education which is very needed by Indonesia, should have required taught to the children since the early stage, one of the way to embed the multicultural education is through the implementation of multicultural content into the learning curriculum. Therefore, multicultural education can be implemented in the content of 2013 curriculum.

Based on the background which has explained above, in this research will discuss about the implementation of Multicultural Education in the 2013 Curriculum at East Kutai (Case Study at Swarga Bara Prime Education Foundation School). The researcher will examine more deeply the multicultural education concept which has implemented in 2013 curriculum at Swarga Bara Prime Foundation Education

Elementary School {*Sekolah Dasar (SD) Yayasan Pendidikan Prima Swarga Bara (YPPSB)*}. Because this school is implemented the multicultural education, not only to the students, but also to the teachers and overall school residents.

Based on the reasons which has stated, multicultural education values which occur in the school environment can be known with certainty, but the process of the multicultural education cultivation which will be the in-depth study material in this research. So that, the result of the research can be an example for other schools in the implementation of multicultural education.

## RESEARCH METHOD

This research is descriptive qualitative research, the researcher tries to explain the condition on the field based on the data which has collected. The collected data are obtained from the result of observation, interview and examine the documentation. The researcher make an observation on the process of learning activities, interview is conducted with the principal, vice principal and classroom teachers at the SD YPPSB East Kutai. Then, examine and match the school's documents, among those documents are syllabus, lesson plan, teaching materials, and learning media.

## FINDING AND DISCUSSION

According to the result of the research of the process implementation of multicultural education in YPPSB Elementary School that already implemented, there are several steps, namely:

### A. The Integration of Multicultural Education to Learning Theme in

### YPPSB Elementary School of East Kutai

The approach is done by integrating multicultural material into the curriculum which used by YPPSB Elementary School, namely 2013 curriculum. Based on the document analysis of material content in specific subject have already discussed about multicultural. These thing can be observed in the competence that must achieve by the student from the first grade to sixth grade, as explained below,

Core competence in fourth, fifth and sixth grade in Social Sciences (IPS) subject that must be achieved by the student, that one of the thing is to understand the human living in social institution, economic, education and culture in society. Based on the competence that have to achieved by the student, the learning material must be adapted with the existing environmental condition, which in YPPSB Elementary School of East Kutai and the student neighborhood have various of social, economic and culture class. With various diversity, YPPSB Elementary School have attempted to create the student competence by including the material that contain the culture in IPS subject. It also in line with Arifin's statement that, multicultural education can be defined as multiculture education, which the learning help the student to understand, comprehend and accept other people that have different tribe, culture and personality. (Arifin, 2012:92)

The education content also appeared in the theme of Pancasila and Citizenship Education (PPKn) subject, which core competence that must achieved by the first grade student, which one is identify characteristic of the individual at home and

the school, identify the meaning of unity in diversity at home and the school. In second grade, student must achieved the core competence by showing the tolerant behavior in diversity, characteristic of the individual, in religion, tribe, physical, psychological at home and school. In the third grade, competence that must achieved is accept the diversity of individual characteristic in religion, ethnic, physical, psychological and hobbies as the gift from God at home and the school. From that competence hopefully student can know the diversity at home and the school as a form of the instilling of the tolerance to the others. In fourth grade, on of the core competence that must achieved by the student is to understand the meaning of unity in diversity at the school, home and community. In fifth grade, one of the core competence in the learning in fifth grade is to appreciate the cultural diversity in Indonesia. In sixth grade, understand the benefit of social diversity, culture and economic in the frame of “*Bhinneka Tunggal Ika*” in Indonesia, understand the values of unity in the nation into unity government, regional, social and culture.

To actualize all of the competence at each level of the class above, YPPSB Elementary manage to include the multicultural material in each learning. The example of learning form that already done include:

1. First grade students are asked to identify and taught that in each family member have different interests and activities, but these difference are not be the barrier to bring up the love and respect to other.
2. Second grade is by asking the students to identify daily activity that reflect the

harmony at home and the school. Also the students are asked to tell about daily activities in the class by using their mother language.

3. Third grade is the learning form that integrated to the material to create the competence by introduce to the students the traditional game, students are asked to practice some of the traditional game at school, by playing the practice one of the traditional game of the region, hopefully the students can appreciate the diversity that have by the region.
4. Fourth grade of YPPSB Elementary School in creating competence that have to be achieved by the students that attempted by asking the students to identify their classmates from what ethnic they are and asked the students to mention the traditional transportation from their region.
5. Fifth grade, the learning process in YPPSB Elementary School in teaching to respect each diversity is by giving the task to the students to learn each region language that used by their classmates. In addition, students asked to learn while playing to dialogue the local language in pairs.
6. Sixth grade, the form of learning activity that done by YPPSB Elementary School is by providing the diversity material at school and in the neighborhood, after that students are asked to interact with the neighborhood that have different ethnic, and then told the experience in the class.

Thus, students can understand that interact with other people that have different

ethnic, race, and religion are not the interfere thing, therefore the feeling of respect of each ethnic, race, culture and religion arise by themselves by applying multicultural learning to their live through learning task. The integration of multicultural education can directly implemented by the students through the themes that exists in each level of the class. Multicultural education has developed as applied science that can implied in every subjects by access the cultural difference. (Shidiq, 2017:15)

The process from this step have done by conduct the material source without changing the concept, structure, goals, and characteristic of core competence. YPPSB Elementary School of East Kutai have fully make effort to implemented the learning based on curriculum provision that already planned by the government. Text book that used in learning is in the form of student's book and teacher's book that already determined by the government, in this context is from Education and Culture Department Regency. The integration in subject is done according to suitability of the learning theme. In addition, according to documentation review on several content multicultural theme that already seen in curriculum structure of 2013. With the result that materials that provide in learning based on the aim and function of learning process, especially the learning about multicultural.

As that statement state that, in the application of multicultural education can be integrated in specific subject, so that not have to change the curriculum. (Arifudin, 2007:221). Core competence from each class from curriculum 2013 and also accompanied by suitable learning practice, that can already fully contain the values of multicultural. In order of that, after the

learning process, student are expected to have understanding in diversity in the environment, and can applied the value of multicultural education in daily activities.

### **B. Implementing the Student Character Development**

Student Character Development is one of the component skills, which in this skills are the core competence in curriculum 2013. In order of that, YPPSB Elementary School are managed to develop student skills in the form of the activity named Commemoration of National Day, by organize fashion show competition by carrying the theme of traditional clothes. Besides the activity, YPPSB Elementary School provides adequate places of worship facilities. YPPSB Elementary School 1 and 2 have church and Sion Hill that used to learning bible activity and also as a place to music practice and singing spiritually for Christian students. Besides, this place can also be functioned to develop students in religious and musical aspect.

This Student Development Character also have done in other activities, which that activity also aim to accomodate students talent, example like conduct painting competition themed diversity. The students painting result put on the wall outside of the class, besides giving appreciate to the students who take part of the competition, also as the media to provide the information to all the school members that in Indonesia have various ethnic, religion, customs, and cultures. This activity hopefully can provide understanding to the students about diversity that Indonesia have in unique and simple way so that students will understand the multicultural with their comprehension. Based on that, Amirin says, multicultural

approaching can implemented with the reality and with local wisdom that each region have. (Amirin, 2012:5). Besides the process of activity that organized by YPPSB Elementary School are able to train student skills, also as the efforts to implement multicultural education in simple way become the schools signature and uniqueness, with these routine activities for the students to take place in order to perform multicultural education for the students.

### **C. Implementing with Exemplary System**

The third stage as the form of the learning that done by YPPSB Elementary School is by creating exemplary system, this system directly exemplified by the teachers in YPPSB Elementary School. One of the form exemplary is before doing learning activity, the teachers and students gathers at the school field to pray together, the prayer are led by the teachers in each turn whether Moslem or not. Besides, every extracurricular activity and other activity outside the class hours, every teacher actively participated to success the activity. School give the socialization to the teacher indirectly, for example how to deal and face students with various character and difference, besides can also by discussed with other teacher to share the experience. Therefore, students hopefully are able to imitate the harmony that created by the teacher at the school.

This approaching have done by YPPSB Elementary School by provide the freedom to the students to think deep and critically related with the content of multicultural learning. So that students are able to emerge concepts, issue, theme and problems from every perspective and

different point of view, which can emerge the respect, togetherness and love each other through the teaching-learning process. As stated by Hanum that in multicultural education approaching transformasively, someone are able to change the fundamental assumption and emerge new competence through concepts, issue, theme and problem by doing the process of various actualization (Hanum, 2013:42).

In addition of exemplary system, YPPSB Elementary School also implement learning activity outside of the school, by invite the students to visit various tourism custom places in East Kalimantan. With this activity, students hopefully are able to identify the culture diversity that Indonesia have through students point of view, so the student able to bring up the appreciate, respect and unity.

This is in line with the Sleeter's statement that teacher as the facilitator have the task and responsibility to organizing the good education, especially in multicultural education. In the process of implementation of multicultural education, the teacher must ensure that learning material responsively to culture and diversity that already occurred in learning theme and material (Sleeter, 2018:9). With exemplary system that created by the teachers and learning in cultural custom place directly should give outstanding contribution in the process of implementation in multicultural education to the students, because basically children imitately behave and act more from adult in their surroundings.

### **D. Habituation by the Action of Activity**

The fourth step is change the understanding by add the component to take action. The integration of education

multicultural are able to done in two ways, there are integration in character development by doing some action and integration in subjects (Palipung, 2016:562). In the activities, all of YPPSB Elementary School's students are invited to do the real action, who involved the understanding and real action. With this action, hopefully this habituation can implement the multicultural education.

The form of the activities in daily learning is by doing mutual assistance and community service in every Friday. The second activity is by teaching to respect each other if there are other friends who pray in the school. In addition, YPPSB Elementary School's students and their parents are also invited to donate if there are some friends or their families are in disaster. This activity aims to emerge the contribution, friendly and help each other. Also, this activity can train students social attitude so that social competence who be demands can be fulfilled in 2013 curriculum by the activities that organized by the school.

The other activity that doing by YPPSB Elementary School's students is by doing prayer in school everyday, especially for Moslem students for doing Zuhur prayer in congregation, while for Christian students they do the *Sion Hill*. The school facilitated religion learning activity everyday, which the students are able to get the worship place facilities based on the religion for each student, and in every religion subjects in YPPSB Elementary School has its own teacher. Doing routine religious day activity, for example Eid Al-Adha which every school member are able to implement the slaughter of *Qurban* and share the meat to the local community, this activity held by the Moslem school member and the other

religion school member. Also in other commemoration of other religious day, schools provide the facilities to the school member who are Catholics, Christians, Hindus and Buddhists to held their commemoration religious day at the school. Besides, this activity gives spiritual sciences who determined in core competence in 2013 curriculum, also can be made as the media of developing multicultural sciences.

This activity arranged in program that already planned by the principal in one-year learning. The learning activity held by YPPSB Elementary school's principal with all the teachers is make activity program outside teaching-learning activity, which in these activities hopefully contained the values of multicultural. The school have effort to provide the simple diversity media through each teacher, all depends on the teacher's creativity to develop the media which used to the learning.

In multicultural education, the appreciation for diversity and divergence are very emphasized, in every students must emerge the respect for early years. (Arifin, 2012:99). Therefore, in daily learning students are able to respect each other difference. Students also introduce with various culture in Indonesia.

## CLOSURE

Based on the result of research and the discussion of the implementation of multicultural education in the 2013 curriculum at SD YPPSB 1, SD YPPSB 2, and SD YPPSB 3 of East Kutai is concluded that the implementation is done with some strategies:

First is the integration of theme which exist in the learning. The integarion in



theme is done on the sub theme which discuss about diversity.

Second, the implementation in self-development activity programmatically that is annual school activity which in it there is an activity for students activity and an activity which is not programmed or habituation consist of routine activity which is done on a scheduled basis, the activities among others are make painting competition about the diversity in Indonesia and put the result of students paintings on the classroom wall as a means of socialization about multiculturalism, pray at the school everyday.

Third, changing the concept, structure and the purpose of learning, with doing exemplary system and study tour activity to learn about the diversity of custom, diverse culture, all of the activities aim to respect the differences that exist in school resident, character building, doing cultivation and practice the character values.

Fourth is changing the understanding with adding an action component in the form of habituation activity, with doing the action activity daily which integrated with the self-development activity program, students can embed the tolerance feelings and respect each other in various condition, so that the understanding of multicultural in full and overall is created.

The suggestion in the implementation of multicultural education at SD YPPSB, it would be better if it cooperating with other institutions especially educational institution at the East Kutai, so that the activity which has been done at SD YPPSB can be implemented and emulated by other schools in the East Kutai.

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