



## **Internalization of Multiculturalism Values in Integrated Social Sciences Learning**

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### **Abstract**

Education is an effective way to internalize tolerance to reduce intolerance, racism, discrimination and ethnocentrism among SMPI Al-Hamidiyah Kombang Talango's students. The teacher of Social Studies conducts that, the first, doing transformation of values with information, the second way gives understanding to his students. The implementation with creation in the class or carnival. Its results Social Studies's Teacher at SMPI Al-Hamidiyah can Internalizing Multiculturalism values. This study uses phenomenological research, data collection techniques used are interviews, observation, and documentation. While checking the validity of the data using extended participation, observation, triangulation. The researcher's data analysis here uses three techniques, namely; Checking Data, Organizing Data (grouping), and Drawing Conclusions/verification (drawing conclusions).

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## **Introduction**

Education is a conscious effort made by a person to shape individual character whose broad orientation is none other than creating a civilization, in order to make the nation's life more intelligent, as stated in the Law. Law of the Republic of Indonesia number 20 of 2003 concerning National Education, namely, National education functions to develop abilities and shape the character and civilization of a dignified nation in order to educate the nation's life, aiming to develop the potential of students to become human beings who believe and are devoted to God Almighty, have noble character, be healthy, knowledgeable, capable, creative, independent, and be a democratic and responsible citizen .

From the description above, it is very clear that the orientation of education in Indonesia is not only to develop the potential of students, but also aims to shape the character and morals of students, in line with Ibn Sina's opinion that education is human development in the perfect direction, namely physical, intellectual and character development. or a person's morals (Miftaku, 2013). So that students are not only intellectually intelligent but are also balanced by emotional intelligence and spiritual intelligence.

Apart from that, education can also be interpreted as the way in which humans treat humans well or what we know as, humanizing humans. The meaning of humanizing humans is none other than how a person's attitude is able to respect the rights of fellow humans, such as the rights of nation, religion, ethnicity, cultured and so on so that with such an attitude, humans are able to live side by side well, safely, peacefully and peacefully with each other and are able to become complete human beings.

In line with what Imam Al-Ghazali has said, according to him, education must aim to form a complete human being (Zulkifli Agus , 2018) . The complete human being referred to is a human being who is able to provide benefits to others, applies his knowledge and loves peace and tranquility, from which a human being is able to live side by side with his community without looking at differences in skin, race, ethnicity, nation and religion so that society can be said to be a multicultural society.

In Indonesia itself, which is a country consisting of various ethnicities, races, religions and cultures, it is important to implement multiculturalism education for students at school. This is of course based on several phenomena that have occurred in Indonesia itself, such as intolerance, ethnocentrism, racism, and so on which triggered divisions in Indonesia, an example of the case that occurred was the Sampit war, which involved the Dayak tribe and the Madurese tribe in early February 2001 where the two tribes killed each other for the reason of protecting the good name of their tribe because they had been discriminated against by the same tribe. others, even though there were actually individuals who deliberately provoked the conflict which resulted in an ethnocentric attitude that resulted in bloodshed (Fadrik Aziz Firdausi, 2021).

Then the next case occurred in 2017, precisely during the DKI Jakarta regional elections, which in this event brought about identity politics between Indonesian citizens of Chinese descent and indigenous citizens. Apart from that, in their political events they clashed two religions, namely Islam and Christianity, making the atmosphere even more murky. This was marked by the 212 action which sued one of the candidates because his remarks were deemed to be blasphemous against religion (Dina Lestari, 2019).

Then the next case was a racist insult uttered by one of the people of Surabaya towards Papuan students in August 2019. This incident occurred because a red and white flag was found vandalized in the area of the Papuan student dormitory which then mass organizations and the Surabaya community accused Papuan students of destroying the flag, which resulted in clashes and racist insults towards Papuan students, this of course triggered conflict between Papuan residents and mass organizations or Surabaya residents (Riris Katharina, 2021).

From the above problems, the attitudes and nature of primordialism, intolerance, ethnocentrism, racism are problems that must be fixed together, because society in general is too easily influenced and provoked by other people and lacks understanding about how to respect ethnicity, race, religion and culture. other people, thus the solution to make our nation aware of the attitudes and nature of primordialism, intolerance, ethnocentrism is by making improvements to very basic

things, namely formal or non-formal education by instilling the values of multiculturalism, tolerance values, and other people's values. The value of pluralism is of course the task of Social Sciences or Citizenship educators (Agus Suharyanto, 2016).

The values of multiculturalism are certainly not just a discourse that continues to be echoed, but the values of multiculturalism are something that we must instill in our young generation so that it becomes an active action that is applied in everyday life, and choose education as an effort to instill These values are a very appropriate solution, where in multiculturalism-based education students are required to foster respect for people of different cultures and develop the ability to see their cultural differences in order to be able to have a positive attitude towards ethnic, racial and cultural differences ( Muhammad Thobroni and Mustafa Arif, 2011).

Apart from that, multiculturalism education can also be used to guide students in preserving local culture (Akhmad Hidayatullah Al Arifin, 2012). Because if culture is not preserved then that culture will erode or even disappear by itself, thus the role of multiculturalism education, apart from preserving one's own culture, is also required to adapt and respect other cultures, from there the existence of multiculturalism education will form a strong foundation regarding the attitudes and nature of multiculturalism among Students or even society in general and therefore students are not easily influenced and provoked by other people who clash between races, ethnicities, religions and cultures, as has been done by SMPI Al-Hamidiyah Kombang Talango Sumenep.

SMPI Al-Hamidiyah is one of the educational units in the Al-Hamidiyah Foundation and is a private school under the auspices of the Education Department, whose address is Gunung Malang hamlet, Kombang Village, Talango District, Sumenep Regency. The difference between SMPI schools here and other SMPI or equivalent schools namely, it lies in multiculturalism education, where the social studies teachers there have attempted to instill multicultural values through social studies education in their students. This is known based on initial research conducted by researchers during community service lectures, in which researchers saw firsthand multiculturalism education at SMPI Al-Hamidiyah

So with this in mind, researchers here are interested in conducting research with the title "Social Studies Teachers' Efforts to Internalize the Values of Multiculturalism Through Integrated Social Studies Learning at SMPI Al-Hamidiyah Kombang Talango Sumenep".

## **Method**

Research is the activity of observing a problem in depth using certain scientific instruments (Bagon Suyanto and Sutinah, 2011) . In this research, the researcher uses a qualitative approach, it is said to be qualitative because basically this research aims to study or research an object in a natural setting without any manipulation therein, and the expected results are not based on quantitative measures, but rather the meaning or quality of the phenomenon. observed. Meanwhile, the type of research used in this research is phenomenology, because it is based on phenomena that occurred at SMPI Al-Hamidiyah.

In line with Bogdan Dan Taylor's opinion quoted from Lexy J. Moleong's opinion, he defines Qualitative Research as a research procedure that is capable of producing descriptive data in the form of written or spoken words from people or from observed behavior. As well as utilizing open interviews to examine and understand the attitudes, views and feelings of individuals or groups (Lexy J Meolong, 2011).

## **Result and Discussion**

Every educator does not necessarily give lessons to his students, but there is a background or motive that he desires, as well as the internalization of multiculturalism values or what we usually hear about multiculturalism education, which also has a background for why social studies teachers SMPI Al-Hamidiyah strives for this. The background behind SMPI Al-Hamidiyah's pursuit of multiculturalism education is:

- a. There are phenomena of intolerant behavior towards religious minorities, racism towards ethnicities that are considered bad, ethnocentrism regarding one's own culture, discrimination against women and so on, which are often found directly or indirectly, such as on social media, which if left unchecked will endanger understanding and the behavior of their students because in this digital era the

media plays a central role in the mindset, behavior and mentality of young people, this is in line with what Sulastiana said, that the media has an important role in the spread of intolerance, especially in Indonesia . He also emphasized that young people must be wise in using social media (Sulastiana, 2017). So with this phenomenon, Social Studies Teachers at SMPI Al-Hamidiyah need to make efforts to internalize the values of multiculturalism or what we usually call multicultural education for SMPI Al-Hamidiyah students.

- b. The existence of racial, ethnic and religious diversity needs to be appreciated and respected, because if we do not appreciate and respect then race, ethnicity and religion in the form of diversity will become a form of division, therefore there is a need for multiculturalism education. Then cultural customs, cultural customs need to be preserved so that their continuity is maintained because if cultural customs are not preserved then our cultural customs will be eroded by foreign cultural customs and to preserve them we need multiculturalism education to preserve this. In line with what A. Sundari said about the importance of preserving Indonesian cultural traditions for the younger generation through multicultural education ( Sundari , 2019). With this phenomenon, social studies teachers at SMPI Al-Hamidiyah need to strive to internalize the values of multiculturalism or what we usually hear about multicultural education for SMPI Al-Hamidiyah students.
- c. There are direct instructions from the head of SMPI Al-Hamidiyah to implement multiculturalism education. This is the background for the Social Studies Teacher at SMPI Al-Hamidiyah in trying to internalize the values of multiculturalism to the students of SMPI Al-Hamidiyah.
- d. Established in the school curriculum regarding education multiculturalism is one of the backgrounds of the Al-Hamidiyah SMPI Social Sciences Teacher in trying to internalize the values of multiculturalism to Al-Hamidiyah SMPI Students, this is not without reason, but rather Integrated Social Sciences lessons, which specifically have special material about multiculturalism itself, namely ethnic and cultural diversity, in grade 7, plurality in grade 8 and so on, which are oriented towards instilling the values of multiculturalism, therefore waka curriculum

requires Integrated Social Sciences lessons to implement multiculturalism education, this is based on ministry policy education and culture, where in the model syllabus for Social Sciences (IPS) subjects at Junior High School/Madrasah Tsanawiyah there is material about ethnic and cultural diversity, plurality (Religion, culture, ethnicity, work) (Kemendikbud, 2017) .

### **How Social Studies Teachers Internalize the Values of Multiculturalism Through Integrated Social Studies Learning at SMPI Al-Hamidiyah Sumenep**

Every educator certainly has a different way of providing learning to their students, but even though the methods are different, their goal is the same, namely to achieve what they want, as for the method used by Mr. A. Zubaidi as a social studies teacher at SMPI Al-Hamidiyah in internalizing the values of multiculturalism. to SMPI Al-Hamidiyah Students, there are four stages:

- a. The first stage is the transformation of values by providing information to SMPI Al-Hamidiyah students about multiculturalism. In this stage, SMPI Al-Hamidiyah students are given general information about multiculturalism, why they should study it, and what its aims are. The value transformation stage is the initial stage where the teacher or trainer informs which values are good and which values are not good (Karma Abdul Hakam and Acep Syarief Nurdin, 2016).
- b. The second stage is the transaction stage. The values of this stage provide students of SMPI Al-Hamidiyah with a deeper understanding of multiculturalism, providing understanding by asking them to understand this with the explanation that has been given and then sending the lesson material in the form of power point for them to read and study further by SMPI Al-Hamidiyah students. At this stage, SMPI Al-Hamidiyah students have been given a fundamental understanding of multiculturalism itself and with this understanding there is already a dialectic between social studies teachers and The students either ask or refute about multiculturalism so that their understanding is deep and basic. The Values transaction stage is the stage of internalizing Values through reciprocal or two-way communication.
- c. The stage that is active is trans. Internalization of this stage is by implementing multiculturalism education. The implementation here is a manifestation of the

basic understanding itself. This implementation takes the form of traits and attitudes in everyday life where SMPI Al-Hamidiyah students are emphasized to be tolerant, democratic, fair and equal, here they make it happen to their friends or the surrounding community. This is indeed something small but has an impact very big. Then on the other hand, implementation is realized in the form of works that are oriented towards multiculturalism itself, such as making dolls with traditional Indonesian clothes, and making traditional houses typical of the Indonesian region. These works, besides being a form of implementation, also function to introduce foreign cultures or customs. a typical Indonesian region which is intended to preserve the culture of the archipelago itself. Thus, with this implementation, it is hoped that students will not only know the theory but will have real evidence to make this idea a reality. In this stage the teacher not only internalizes it through two-way communication but also carries out personality communication through habituating behavior in accordance with the desired values.

- d. The fourth stage is giving assignments to SMPI Al-Hamidiyah students, this stage is the final stage of the social studies teacher's efforts to internalize the values of multiculturalism, the assignment here is in the form of observations at houses of worship of other religions such as monasteries, churches or so on. It aims to foster students' insight so that they are able to have a tolerant attitude towards others. Next, the second task is to give roles to SMPI Al-Hamidiyah students during the carnival parade, where students are assigned to act as citizens of Indonesia and various regions in their traditional clothing or are given the role of religious leaders in Indonesia with their respective distinctive clothing. -each. This is what the Social Sciences Teacher at SMPI Al-Hamidiyah does so that learning is better and more effective, therefore the Social Sciences Teacher at SMPI Al-Hamidiyah gives assignments as a way to internalize the values of multiculturalism to SMPI Al-Hamidiyah students.

### **Results of Social Studies Teachers' Efforts to Internalize the Values of Multiculturalism Through Integrated Social Studies Learning at SMPI Al-Hamidiyah Sumenep**



The results of the social studies teacher's efforts to internalize the values of multiculturalism through integrated social studies lessons at SMPI Al-Hamidiyah are very good even though there are still several shortcomings such as the lack of learning media provided by the school, then the lack of reading books oriented towards multiculturalism and the lack of inclusion of stages. This is stated in the RPP, but despite these shortcomings, the social studies teacher's efforts to internalize the values of multiculturalism through integrated social studies lessons at SMPI Al-Hamidiyah are said to be very effective, this can be seen from several things such as:

- a. The existence of attitudes and characteristics that are oriented towards multiculturalism itself with a diversity paradigm is in line with what was conveyed by Rohmat, that multicultural education cannot be separated from an open attitude towards diversity, respecting differences and being able to consider differences as a necessity (Rohmat, 2015). This attitude here can be seen from the dialogue during observations with followers of other religions. Then democracy, the democratic attitude here can be seen from the election of the class leader who is elected by all class members. then fair, fair attitudes here can be seen from interactions with poor friends and rich friends. Their behavior remains the same between poor friends and rich friends. And the last one is the attitude of equality, the attitude of equality here can be seen from the behavior of students towards female students who do not differentiate in giving roles in the class.
- b. Able to understand anti-discriminatory attitudes and traits towards religion, race, ethnicity and culture and make people aware that ethnicity is a cultural entity so of course there is such a thing as difference (Sulastianah, 2017). To understand this diversity is demonstrated by the works of SMPI Al Students -Hamidiyah is oriented towards multiculturalism itself, such as making traditional Indonesian houses and dolls wearing traditional Indonesian clothes.

Being able to coexist peacefully with all communities despite many differences, living side by side peacefully is the main goal of multiculturalism education itself, which in the context of Indonesia's diverse cultures, religions and races, this triggers conflicts which sometimes stem from misunderstandings with each other. the existence of multiculturalist education in the hope that unwanted conflicts will not

occur and they can live side by side peacefully. In this case, it can be seen and strengthened by the presence of one of the students of SMPI Al-Hamidiyah who is not of the same race as them, and they do not see the difference, they live in harmony side by side with them.

## **Conclusion**

Based on the discussion above, the following conclusions can be drawn: The background of the Social Studies Teacher at SMPI Al-Hamidiyah in an effort to Internalize the Values of Multiculturalism through Social Studies Learning at SMPI Al-Hamidiyah, namely the phenomenon of intolerance, racism, discrimination and ethnocentrism, the existence of racial, ethnic, cultural and religious diversity, the existence of instructions from the Principal to implement multiculturalism education, and finally it is stipulated in the school curriculum.

The method used by the Social Studies Teacher at SMPI Al-Hamidiyah is the methods or stages in an effort to internalize the values of multiculturalism through social studies learning at SMPI Al-Hamidiyah, the first stage is the transformation of values by providing information, then the second stage is the transaction of values by providing understanding Then here there is two-way communication between teachers and students, the third stage is trans internalization of values, namely by implementation, and the last way is assignments oriented towards multiculturalism.

The results of the efforts of the Al-Hamidiyah SMPI Social Sciences Teacher in Internalizing the Values of Multiculturalism are the existence of attitudes and characteristics that are oriented towards Multiculturalism with a diversity paradigm, namely tolerant, fair, democratic and equality, then there are attitudes and characteristics that build anti-discrimination towards differences in religion, race, ethnicity, ethnicity and culture, then the existence of attitudes and traits that can live peacefully side by side even though they are in a circle of differences.

## **Suggestion**

Based on the conclusions presented above, the researcher would like to provide advice to schools, social studies teachers and students of SMPI Al-Hamidiyah, for schools they should provide complete learning media facilities provided by the school

and provide reading books oriented towards multiculturalism, then for IPS teachers to remain consistent in internalizing the values of multiculturalism to SMPI Al-Hamidiyah students and continue to improve multicultural education for SMPI Al-Hamidiyah students and the methods that have been carried out must be included in the RPP, and for SMPI Al-Hamidiyah students to remain enthusiastic in learning and living side by side for mutual peace.

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