



Teacher's Role to Implement Multiculturalism in History Learning

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Abstract: This article aims to provide an understanding of multiculturalism and the prospects for its application in history learning. Indonesia is often hit by conflicts and violence between communities that can cause divisions, both ethnic conflicts and conflicts between religious adherents. The diversity that exists often results in discrimination that leads to conflict and violence. The importance of the aspect of multiculturalism considering the diverse conditions of Indonesian society requires mutual tolerance, respect and appreciation for these differences. The results of the researchers' observations show that the understanding of multiculturalism in society, including in schools, is still not enough. This is due to, among other things, the limited hours at school. This obstacle should not occur considering that there are many subjects that can be inserted with the content of multiculturalism, one of which is the subject of history. This article uses a literature review approach that examines various articles related to multiculturalism and historical learning. The results of the literature review show that the teacher's role in instilling aspects of multiculturalism in history learning can be done through learning tools that have been designed by the teacher and the teacher observes student activities outside of history class hours. This means that teachers in making history learning tools must apply aspects of multiculturalism starting from lesson plans to aspects of assessing students. Meanwhile, student activities outside of learning can be carried out and observed through extracurricular activities that are participated in by students.

Keywords: Multiculturalism, History Learning, Teacher's Role



Introduction

Indonesia is a country that is rich and diverse in culture, ethnicity and customs, and religious beliefs. With the motto *Bhinneka Tunggal Ika* which means different but one. Indonesia is dubbed a multicultural country. Indonesia is a multicultural country that is rich in diversity, be it ethnicity, language, ethnicity, race, customs and religions. The diversity that exists in Indonesia requires us to tolerate, respect and appreciate these differences.

However, it is undeniable that seeing the diverse conditions of Indonesia, there are often disputes and problems between communities related to the issue of differences, such as differences between groups, violence between groups, brawls between students, bullying of schoolchildren and their friends, with such conditions showing how vulnerable the sense of togetherness in diversity that has been built by Indonesia. The issue of such diversity conflicts will affect the condition of the younger generation. Because education is a very appropriate medium to introduce multicultural values (Wahyudin, 2017).

The fact that Indonesia is a diverse country is a historical fact that must be accepted. The existence of diversity has an impact on the mindset, behavior and personal character of each. Differences in ethnicity, race, ethnicity, culture, customs and religion are often the main problems of conflict in various regions in Indonesia. Different conditions provide opportunities for conflict if there is no understanding between communities.

One of the efforts to overcome the problems caused by the diversity of the nation is through education. Education is a conscious effort carried out through a learning process to develop the potential of students who are useful for themselves, society and the state (Law of the Republic of Indonesia No. 20 of 2003 Chapter 1 Article 1 paragraph 1). Understanding and awareness of multicultural realities through education at all levels of education will certainly have a concrete impact on life in general in the future.

Along with the many problems that arise due to this diversity, the idea was born to develop multicultural education in Indonesia. Khoirul Mahfud (2016: 216) explains that the implementation of multicultural education in the world of



education is believed to be a real solution for conflicts and disharmony that occur in society, especially those that often occur in Indonesian society, which in reality is a plural society.

The aspect of multicultural education is an important force in developing the attitudes and mindsets of students to be more open to understanding and appreciating differences. Multicultural education is applied in learning in order to minimize and accommodate differences in ethnicity, religion, race, ethnicity, customs and religion in students.

Multicultural education can be an effort to implement mutual tolerance and respect for each other in their environment. Multiculturalism is an important instrument to take a stand in upholding differences, equality, and human rights. Multiculturalism is an effort towards the common good in the life of the nation and state. Multiculturalism is also referred to as perspectives, ideas, policies, attitudes and actions taken by people in a pluralistic country from the point of view of ethnicity, culture, religion in developing the same national spirit (Abidin, 2018). Multiculturalism is a person's view of the diversity of life in the world in accepting the reality that exists from various cultures. The values contained in multiculturalism are related to the system, culture, customs and politics adopted (Yaya Suryadana, 1999).

Multicultural education helps everyone to be themselves while still upholding the values of difference in the form of tolerance and mutual respect. Students must be taught and instilled about the existence of differences, and appreciate the differences that exist. Multicultural education is very important not only in results but also in the process carried out at the level of education providing equal access and opportunities for all students to develop their potential, to achieve maximum performance without taking into account differences in religious, ethnic, ethnic, gender, class backgrounds. social, special needs, economy, and culture.

Implementation of aspects of multiculturalism in education must be created through the learning process. According to the term, the word learning is a translation of English Instruction, which is widely used in education in the United States. This term is heavily influenced by the flow of cognitive-holistic



psychology which places students as a source of activity. In addition, this term is also influenced by technological developments which can be assumed to make it easier for students to learn something through various media such as printed materials, television programs, pictures, audio, and so on so that all of them encourage a change in the role of the teacher, which was originally as a teacher. learning resources, changing roles as facilitators in learning (Chotimah and Fathurhaman, 2018; 35).

Referring to the National Education System Law provides direction for national development. This relates to the cognitive aspects received by students in history learning which has a goal in order to build character, According to Sardiman, (2012: 210), learning becomes urgent because of its role in building the nation's character, because historical learning is practically able to develop students' activities in seeing events that have occurred in the past, make the position of history as a reflection and learning for the next generation to have provisions in building this nation.

Teachers are required to have a broad understanding and insight into the importance of non-discriminatory attitudes toward other people of different ages. For example, teachers must be able to give equal attention to their students without having to distinguish between older and younger children. Building religious paradigms, linguistic diversity, building gender sensitivity, social awareness, anti-ethnic discrimination, ability differences, and building anti-age discrimination attitudes. The role of the teacher in the process of transforming values that accommodate aspects of human differences as sunnatullah which must be accepted wisely, wisely and gracefully towards multiculturalism, such as compassion, love for someone, help, tolerance, respect for diversity and other attitudes. which upholds human values.

The explanation above provides an overview of the urgency of the teacher's role to instill multiculturalism in history learning by looking at the various conditions in Indonesia that cause conflict and division. An understanding of the importance of diversity values through learning is very important because learning is a process of interaction between teachers and students so that multicultural aspects will be conveyed in accordance with national education goals.



Research on the role of teachers to instill multiculturalism in history learning has been done very much. These studies include the results of a review of articles conducted showing that of the thirty articles analyzed, it shows that there are 5 studies that form the basis for strengthening the research to be carried out by researchers, namely the following research: Criksetra: Journal of Historical Education, Vol. 9, No. 1, 2020 with the title Integration of Multicultural Education in History Learning at SMA YP UNILA. The purpose of this research is to see the integration of multicultural education in history learning, both in the form of lesson plans and the process of integrating multicultural education in the classroom to the output of students outside the classroom.

By using qualitative research methods. The research subjects are teachers and students of SMA YP UNILA class XI IPS 3. This study concludes the process of integrating multicultural education with history learning in the form of lesson plans, the process of integrating multicultural education in the classroom to the realization of student output when outside the classroom. As well as using the Time Token type of Cooperative Learning learning model.

Then the research entitled Implanting Multicultural Values in History Learning at SMA Negeri 1 Rembang in the 2017/2018 academic year with the aim of the study being to find out the multicultural values that were instilled in history learning at SMA Negeri 1 Rembang, to know the implementation of multicultural values. in SMA Negeri 1 Rembang, and knowing what obstacles are faced in instilling multicultural values in SMA Negeri 1 Rembang using qualitative research methods. The subjects studied were Waka Curriculum, students of class X MIPA 1, and history teachers at SMA Negeri 1 Rembang.

This study concludes that the inculcation of multicultural values, especially in history learning, needs to be carried out in various ways, such as through the development of learning models in integrating multicultural values in history learning materials and internalizing multicultural values into themselves. Furthermore, the research conducted on the ROLE OF ISLAMIC RELIGIOUS EDUCATION TEACHERS IN BUILDING THE SPIRIT OF RELIGIOUS DIVERSITY AT SMPN 13 KUPANG CITY with the title THE ROLE OF



Islamic Religious Education Teachers in Building the Spirit of Religious Diversity in SMPN 13 Kupang City

The purpose of this study was to determine the efforts of Islamic Religious Education teachers in building the spirit of religious diversity in SMPN 13 Kupang City. Knowing the implementation of Islamic religious learning in the context of the religious diversity of students at SMPN 13 Kupang City. Knowing the shape of the role of Islamic Religious Education teachers at SMPN 13 Kupang City both inside and outside the classroom.

Likewise with the research conducted by Qismullah Yusuf, Sangeetha Marimuthu, Yunisrina Qismullah Yusuf, entitled Multicultural Awareness and Practices among Malaysian Primary School Teachers. This study was designed and at identifying the awareness and practices of multicultural awareness among primary school teachers in Malaysia. It attempts to identify their awareness of multicultural concepts when dealing with the students and staff at their school. Student, Teacher, and Headmaster Research Instrument, Data Collection, Data Analysis. In the journal article the planting of multicultural education. class, such as by incorporating children's daily life experiences into the daily curriculum in their schools.

The implementation of multicultural education is not only a teacher, but all parties including education at home because essentially multiculturalism will be embedded if there is an awareness that it must start at home, with the environment and peers, and through parents. Maskun, Rinaldo Adi Pratama and Sumargono entitled "Implementation of Character Education in Historical Learning in the Industrial Revolution Era 4.0" to find out the implementation of character education applied in history learning at SMA Bandar Lampung. The data in this study were teachers and students in Bandar Lampung. The results show that character education is very important to be applied to history subjects in the era of the industrial revolution 4.0. History teachers have implemented and integrated character education in teaching and learning activities in the classroom.



Method

Theoretical studies are often called literature studies or library studies. This theoretical study is written in chapter two or part two of theses, theses, dissertations, research reports, or scientific articles. A theoretical study is to examine theories, concepts, definitions, understanding of the variables to be studied and studied in research related to multiculturalism and historical learning.

Furthermore, according to Nazir (1998: 112), a literature study is an important step where after a researcher determines the research topic, the next step is to conduct a study related to the theory related to the research topic. In the search for theory, the researcher will collect as much information as possible from the relevant literature. Library sources can be obtained from: books, journals, magazines, research results (theses and dissertations), and other appropriate sources (internet, newspapers, etc.). If we have obtained the relevant literature, then immediately to be compiled regularly for use in research. Therefore, literature study includes general processes such as: systematically identifying theories, finding literature, and analyzing documents that contain information related to the research topic.

A literature study is an activity that cannot be separated from research. The theories that underlie the problem and the field to be researched can be found by conducting a literature study. In addition, a researcher can obtain information about similar or related studies. And the research that has been done before. By conducting a literature study, researchers can take advantage of all the information and thoughts that are relevant to their research. To conduct a literature study, the library is an appropriate place to obtain relevant materials and information to be collected, read and studied, recorded and utilized (Roth 1986).

A researcher should know or not feel foreign in the library environment because by knowing the library situation, researchers will easily find what is needed. To obtain the information, researchers need to know the sources of such information, such as catalog cards, general and specific references, manuals, manuals, research reports, theses, dissertations, journals, encyclopedias, and other special materials.



Thus, researchers will obtain the right information and sources in a short time (M. Nazir, 2003).

Discussion

The implementation of multicultural education is sure to be a solution to the many disharmony conflicts that occur in diverse Indonesian society Khoirul Mahfud (2016: 216), especially those that often occur in plural societies. An alternative solution to resolving conflicts that occur due to inter-religious, ethnic, racial, and cultural differences is through a deepening understanding of the implications of multiculturalism values so that the formation of student development so as not to leave the culture they have, wherever the conditions and situations exist.

However, multicultural education cannot stand alone as a subject but can be applied to all types of subjects that accommodate the cultural differences that exist in students. Such as differences in ethnicity, religion, language, gender, social class, ability and age. The application of multicultural education in schools is sometimes very neglected, especially for students.

If it is understood that the application of mutual tolerance and respect for one another is very important both in the student environment and in the teacher council environment. The most prominent strength in multicultural education for students is their ability to accept differences as something natural. One of the implementations of multiculturalism aspects in learning is through history learning.

History learning can help train students to become skilled, intelligent and useful citizens. History learning trains students' mental abilities such as critical thinking, and storing memories and imagination. Learning history accelerates and deepens critical understanding, providing insight into the workings of social, economic, political, and technological forces (Kochhar 2008: 54-55).

The learning process in the classroom will create interaction between teachers and students. The teacher will transfer knowledge, form attitudes and values as a provision for students to live as a nation and state. Teachers are the spearhead in implementing the values of multicultural education in schools. In an effort to



determine the success of students' cross-cultural understanding, teaching methods, teacher personality, learning materials can affect the success of the learning process in supporting the development of conducive situations and conditions in schools based on multicultural life for school residents in particular and the surrounding community in general (Gaharu, 2014).

Historical value learning tools should also emphasize the actual and relevant social problems that develop in the community in an area. Therefore, learning history in the process needs to link the values that develop in a society with social problems that occurred in the past and present that develop in the area (Supriatna, 2008: 134-135).

History subjects are subjects related to the formation of national character. Its strategic role in shaping the character of the nation and understanding the noble values of the nation, especially the values of cultural diversity which is the identity of the Indonesian nation. Therefore, it is important to identify and analyze the multicultural values contained in the curriculum, this will become directions and guidelines for teachers in carrying out the learning process in schools.

The role of the teacher in transforming values that accommodate aspects of human differences as sunnatullah which must be accepted wisely, wisely and gracefully towards multiculturalism, such as compassion, love for someone, help, tolerance, respect for diversity and other attitudes that uphold human values. In the learning process in the classroom, the teacher provides knowledge, forms the attitude of students to become human beings who respect each other, respect and civilize.

The teacher is one of the keys to the realization of the learning process and the output of the post-learning process, especially in creating the golden generation of Indonesia. The changing times that are influenced by the sophistication of technology, information and communication cause the information to reach the community quickly, especially the amount of information that causes noise and discomfort in society. Therefore, the teacher's role in learning is the main key to the delivery process. To succeed in the history learning process in the classroom so that it is in accordance with the goal of instilling multiculturalism in history



learning, teachers must prepare learning tools from lesson plans to strategies used by teachers in the classroom.

First, starting from preliminary activities in history learning, teachers must be able to lead students to have mutual respect, respect and love between human beings in expressing opinions, acting in the school environment by developing learning approach methods and using assessments that are able to encourage students to internalize values. multicultural values into him.

In addition to activities in the classroom, teachers inculcate multicultural values outside the classroom and these activities are not programmed or habituation consisting of routine activities carried out on a scheduled basis, spontaneous activities and exemplary activities. Habituation activities are in the form of the process of forming, planting and practicing noble character values. This is also supported by 6 school policies that carry out education of noble character, adding diversity posters installed in schools by posting student works with cultural and religious themes, conducting indirect socialization through discussions between teachers and school principals, carrying out activities outside of school by involving students in various activities outside of school such as competitions outside of school.

Like the example given by the teacher by respecting fellow teachers, from there students can absorb and apply it to others. So the character of students can be formed well with the appreciation that is done. This is supported by the statement of Prasetyo & Marzuki (2016:217) exemplary becomes very important to overcome character problems and has a contribution to educating and fostering character. After the character can be formed, for example, the character of mutual respect for others is formed through this example, students will understand and the attitude of students is ready for differences to respect each other.

This argument is in line with Sitompul's (2016:59) statement that attitude formation can be done through example, namely the assimilation process or the process of imitating. So the application of this multicultural education at the same time provides character education, of all the characters there are some that students must have to become multicultural students.



It is carried out in an integrated manner through intracurricular and extracurricular activities. These activities are carried out in a very diverse manner, and are adjusted to the interests and talents of students. This is done so that students can practice directly in accordance with the real world. Intracurricular activities at school can be done by strengthening material about diversity, namely about various ethnic groups, cultures, religions and customs.

Meanwhile, extracurricular activities can be carried out with cultural camp activities, carnivals of traditional clothing for each region in Indonesia and the deepening of Bhinneka Tunggal Ika and Pancasila. In the process of implementing multicultural education, it is also inseparable from the important role of principals, teachers, and students. Therefore, the process of implementing the values of multicultural education can be explained in detail based on the roles of principals, teachers, and students.

The process of inculcating multicultural educational values in history learning in the classroom which can be seen from how history learning activities are carried out, the ability of teachers to insert values of tolerance, harmony and equality is very good. This can be seen when the teacher teaches the material to students. In the learning process, History Education teachers often use the Contextual Learning model because it is considered very effective in instilling multicultural values in history learning. In practice, the subject matter also supports the process of inculcating multicultural values in history lessons in class.

One of the materials that the author attaches is "The Indonesian National Movement and its Influence on the Present". This material teaches us a lot to work together, respect each other, respect, unite, and instill many multicultural values in it regardless of differences. In addition to the model, the teacher also uses methods in teaching and learning. In the process of inculcating multicultural values the teacher uses the habituation method. This method is in accordance with the concept of teaching history in the classroom and outside the classroom through extracurricular activities, flag ceremonies and field visits.



Conclusion

Children as the center of educational attention whose importance is often forgotten are part of the social context. They have different social and cultural contexts. Therefore, it is the reason that it is important for them to receive multicultural education so that they are able to adapt well. This is the responsibility of the school through education and subjects at school, so multicultural education can be instilled in children, including through religious education from an early age.

In order for a person to be able to develop and interact with others in his environment, it is necessary to be equipped with the ability to exist and be accepted so that from an early age a Muslim individual is able to see the differences and diversity around him. They not only recognize and acknowledge procedures based on Islamic teachings alone but they are expected to be able to understand that there are other procedures that may be different. These differences should not be taken a priori, but can be captured as something that is natural and needs to be respected. To be able to have such an attitude toward life, it is necessary to inculcate the values of multicultural education.

Thus, it is necessary to view multicultural education as a practical dimension of multiculturalism, which not only understands the concept, but must implement it through other actions in schools and in society. The values included in multicultural education can lead individuals to be tolerant, respect human values, and like peace.

An application of learning will be said to be successful if from all parties, both the teacher and students, there is a good connection. In line with the opinion of Maesaroh (2013:151), the success of education can be seen from the quality of existing education, where the quality includes the quality of the process and the quality of graduates. So the quality of the process of education is very influential on the success of applied learning. The success of education has the effect of supporting factors for teachers in implementing education, especially multicultural education. Thus, it can be concluded that the supporting factors in implementing multicultural education for Indonesian language teachers need support from all schools with the aim that the implementation can be very effective.



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