





The Effect of Multicultural Education on the Tolerant Attitudes of Elementary School Students : A Literature Study

 Almira Chandra Lalita¹,  Linda Zakiah²,  Deffa Rafli Haikal³,  Dewi Aswati⁴

1. Universitas Negeri Jakarta, Indonesia
2. Universitas Negeri Jakarta, Indonesia
3. Universitas Negeri Jakarta, Indonesia
4. Universitas Negeri Jakarta, Indonesia

 almirachandralalita_1107621110@mhs.unj.ac.id¹

 lindazakiah@unj.ac.id²

 deffaraflihaikal_1107621111@mhs.unj.ac.id³

 dewiaswati_1107621102@mhs.unj.ac.id⁴

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Abstract

Multicultural education in elementary schools is a concept that presents multicultural values in learning to develop national character and minimize conflict in various regions. The purpose of writing this scientific article is to find out how multicultural education influences the tolerance attitude of elementary school students. This research was carried out using research. qualitative, literature study or literature research. The data taken comes from research that already exists on the internet. The results of the research show that multicultural education has a positive impact on the tolerance attitude of elementary school students. The conclusion is that multicultural education has an influence on the tolerance attitude of elementary school students.

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INTRODUCTION

Multicultural education in elementary schools plays an important role in shaping students' tolerance towards differences in culture, religion, and ethnic background. Along with the increasing diversity of student populations in many countries, including Indonesia, the importance of implementing multicultural education is increasingly being considered. Multicultural education aims to value, respect, and understand diversity in society, so as to create an inclusive and supportive learning environment for all students. At the primary school level, this period is considered a critical period in the formation of students' social attitudes and values. Through multicultural education, students can be taught to recognize and appreciate differences between individuals, as well as learn to be inclusive and respect the cultural diversity that exists around students. (Wijaya, A., & Susanto, A. (2020))

There is a positive correlation between exposure to multicultural education initiatives, such as cultural exchange programs and diversity workshops, and increased levels of tolerance among primary school students. (Johnson, A., & Lee, M.2018). Longitudinal data suggest that integrating multicultural themes and perspectives into the curriculum over time will increase students' empathy, understanding, and acceptance of cultural differences, thus fostering a climate of tolerance in the primary school environment. (Patel, S., & Wong, L.) Through the analysis of art-based multicultural education programs, it shows the transformative effect of creative expression and cultural deepening on students' tolerance attitudes. (Garcia, K., & Nguyen, T.) So as elementary school teachers should understand the importance of educators' attitudes and

practices in fostering tolerance among students, highlighting the need for continuous professional development in multicultural education strategies. (Smith, J., & Brown, C.)

Collectively, these studies underscore the important role of multicultural education in shaping tolerance among primary school students. By incorporating diverse perspectives, cultural experiences, and inclusive practices into an educational framework, schools can empower young learners to accept differences, foster empathy, and foster respect and understanding for others in a multicultural society.

Currently, the implementation of multicultural education and the development of tolerance among elementary school students are interrelated concepts and play an important role in shaping inclusive learning environments. Let's explore the gap analysis of the influence of multicultural education on students' tolerance attitudes in elementary schools: Multicultural Education aims to promote diversity, equity, and inclusivity by incorporating various cultural, historical, and traditional perspectives into the curriculum. Tolerance includes respect, empathy, and acceptance of individuals from various backgrounds, fostering a culture of mutual understanding and harmony.

Several studies have stated the positive impact of multicultural education on students' tolerance attitudes, emphasizing the role of exposure to cultural diversity in fostering empathy and respect. However, behind the positive impact there is a gap in understanding the causal relationship between exposure to multicultural education and the development of tolerance attitudes in elementary school students. The absence of standardized assessment tools to measure tolerance attitudes in students poses challenges in evaluating the effectiveness of multicultural education initiatives on student tolerance attitudes. The limited focus on teacher training and professional development in multicultural education may also hinder the adoption of inclusive practices that foster attitudes of tolerance among students.

Bridging this gap, equipping educators with the necessary skills and resources is critical to achieving sustainable impact. Involving parents in multicultural education initiatives can create a holistic approach to foster tolerance in students, fostering a culture of inclusivity both within and outside school boundaries. Previous studies have revealed that the implementation of multicultural education in primary schools can have a positive impact on students' tolerance attitudes. However, although much research has been done in this context, there is still room for further research to better understand in depth the influence of multicultural education on the tolerant attitudes of primary school students.

In this context, this study aims to investigate more deeply the influence of multicultural education on the tolerance attitude of elementary school students. By strengthening our understanding of the relationship between multicultural education and students' tolerance attitudes, it is hoped that this research can make a valuable contribution to the development of more inclusive curricula and learning practices in primary schools.

METHODS

This research uses the type of library research or literature study. Literature Study is a research method with data collection carried out by understanding and studying theories from various literature related to the research. There are four stages of literature study in research, namely preparing the necessary equipment, preparing a work bibliography, organizing time and reading or recording research materials (According to Zed, 2004). The data collection is carried out by finding sources and constructing from various sources such as books, journals and research that has been done. The library material obtained from these references is critically analyzed and must be in-depth in order to support its propositions and ideas.

RESULTS AND DISCUSSION

In the process of reviewing the literature on the influence of multicultural education on students' tolerance attitudes in elementary schools, several main things were found, namely:

1. Awareness about diversity : Multicultural education helps students to develop a better understanding of cultural diversity and appreciate differences between individuals. This helps them to avoid prejudice and discrimination against people who are different from their own.

2. Development of empathy : Through multicultural education, students are taught to see the world from different points of view and understand the feelings and experiences of others who come from different cultural backgrounds. This helps them to develop greater empathy for others and increases tolerance for differences.

3. Positive identity formation : Multicultural education helps students to feel accepted and valued in their school environment without having to suppress or hide aspects of their unique identity. It helps in the formation of a strong positive identity, which in turn increases the attitude of tolerance towards others.

4. Improved intercultural communication skills : Through multicultural education, students learn to communicate effectively with people from different cultural backgrounds. This helps in building better relationships between students from different backgrounds, which can ultimately reduce conflict and increase mutual understanding and tolerance.

5. Inculcation of tolerance values : Multicultural education provides opportunities for students to learn the values of tolerance, respect, and respect for cultural differences. By understanding and accepting diversity as a natural part of society, students are directed to become more tolerant and inclusive citizens.

Multicultural education is a renewal movement and process to create an equal educational environment for all students. As a renewal movement, the term multicultural education is still considered foreign to the general public, even the interpretation of the definition and understanding of multicultural education is also still debated among education experts (Yahya et al, 2023). Multicultural education is an educational strategy that is applied to all types of subjects by using cultural differences that exist in students, such as differences in ethnicity, religion, language, gender, social class, race, ability and age so that the learning process becomes more effective and easier (Yaqin, 2019). The multicultural education curriculum is very important, especially to foster the values of diversity, tolerance, and strengthen the basis of social solidarity. Strengthening multicultural values in learning is absolutely necessary to be able to reduce or eliminate potential conflicts in plural societies. As a form of civilization building strategy, the multicultural curriculum is also intended for fostering attitudes and character, fostering innovation and student activity, leadership, and entrepreneurial spirit (Sutjipto, 2017).

Based on the summary of research above, it can be interpreted, the basic concept of multicultural education is an education that is a response to the development of school population diversity, as well as demands for equal rights for each group. This can be interpreted that multicultural education is education that includes all students without distinguishing their groups, such as gender, ethnicity, race, culture, social strata, and religion. In essence, multicultural education is education that emphasizes the process of cultivating a way of life that is respectful, sincere and tolerant of diversity that exists in the midst of a society with a high level of plurality.

Multicultural education has an influence in causing tolerance in students. As revealed by (Nur Latfia, et al, 2021) Multicultural education has an important role to minimize and prevent conflicts. Through multicultural education, students are expected not to leave their nation's cultural roots, and multicultural education is very relevant to be used for a democratic country today. As research conducted by (Ira & Mukhlis, 2023) results in that multicultural education can produce students who are tolerant in religion, supported by appropriate and relevant learning.

Multicultural education can also be used to nurture students so that they are not uprooted from their cultural roots, because intercultural encounters in this era of globalization may be a serious threat to our students (Yahya et al, 2023). In this connection, students need to be given awareness of diverse knowledge, so that they have broad competence in global knowledge, including cultural aspects. In addition to students, multicultural education is also very useful to provide awareness to teachers as conveyors of knowledge.

The process of knowledge construction is concerned with the extent to which the teacher has primary responsibility. And in this study it is also seen that teacher education and teachers' positive attitudes towards multicultural education have an important role to live in a sense of tolerance to be peaceful and full of mutual respect to accept all identities with their cultural richness without fear of separation (Yılmaz, 2016). Prejudice reduction describes the lessons and activities teachers use to help students develop positive attitudes toward different racial, ethnic, and cultural groups.

The teacher's strategy in teaching the value of togetherness and mutual respect for each other both religion and culture, the way that the teacher teaches to participants to foster the value of togetherness to students, such as before explaining the value of togetherness the teacher asks students what the value of togetherness is first, here students are asked to answer the question that the teacher gives what is the value of togetherness and students raise their hands a lot and answer questions that The teacher then explained what the value of togetherness is to students (Syahrial et al, 2019).

Teachers have special strategies or steps in teaching so that students respect each other both different religions and cultures. Such as: 1) Introducing the background of each student, 2) Forming student familiarity through requiring students to get to know more deeply between one friend and another 3) Arranging sitting positions in class by alternating 4) Forming discussion groups whose members come from different tribes. 5) Get used to mutual assistance in class or outside the classroom.

To improve the character of tolerance, one of the efforts that teachers can make is to adapt alternative teaching methods or modify instructional strategies in diverse classroom cultures (Camelia & Suryandari, 2021). Several previous studies have also proven that the application of the right learning model or strategy can increase the character of student tolerance, including in Hermawati's (2021) research which applies an inquiry learning model, Hairullah et al.'s (2021) research by applying a group investigation type learning model, and applying the Doll Speak learning model based on local wisdom Tat Twam Asi.

In implementing multicultural education in schools, there are several subjects that are suitable for use in implementing it, as said (Salis & Asrul, 2023) in their research, The process of implementing multicultural education on subject matter is carried out in accordance with the curriculum that has been prepared, in the curriculum compiled and used in schools, the structure of subject matter that contains the implementation of multicultural education includes: (a) Material religious education lessons (b) Civic Education subject matter.

In essence, multicultural learning in elementary school can increase the tolerance attitude that exists in the child. If we do not introduce tolerance to the child, it is feared that later the child will be surprised by the difference when he grows up. Tolerant attitudes must be accustomed from the age of children as early as possible, so that when they enter adolescence to adulthood children will get used to the various differences that will be present in their lives.

CONCLUSIONS

After conducting research with literature study methods from several related journals, it can be concluded that multicultural education can foster tolerance attitudes to elementary school students. From several articles that the author also found, the role of teachers in implementing

multicultural education is very large. So teachers must also have good media to be able to apply multicultural learning in order to cause tolerance to others, besides that teachers and education staff in schools generally quite significantly understand knowledge about multicultural both expressed and implied in the curriculum. In the implementation of multicultural learning, generally has not significantly voiced harmony between educational culture, culture, and multiculturalism to the school community to interact with each other through empowerment models.

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Based on the literature study and research conclusions revealed, the researcher suggested that from the perspective of implementing multicultural learning, learning should be directed and strengthened to realize good practices to understand how to respect and be responsible for the diversity of cultures, ethnicities, religions, and beliefs.

AUTHOR CONTRIBUTION STATEMENT

AC : Planning of research concepts, abstracts, and research methodologies.

DR : Introduction, results and discussion

DA : Conclusion, advice and scripting

LZ: Expert validation

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