



## Efforts to Instill an Attitude of Tolerance Through Multicultural Education in Indonesian History Subjects

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### Abstract

Multicultural education is not just about tolerance, but also about strengthening national unity and unity. By understanding and appreciating diversity, Indonesian children will develop into inclusive individuals, respectful of each other, and have a deep love of their homeland. Multicultural education is hoped that it can foster an attitude of tolerance in students at school, and multicultural education can be integrated into history learning at school. This research analyzes multicultural values in Indonesian history subjects on students' attitudes toward tolerance. The research method used is a literature study. The research results show that history subjects have an important role in fostering an attitude of tolerance in students through the dimensions of multicultural education

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## INTRODUCTION

Indonesia is rich in cultural diversity, characterized by many tribes, religions, languages, customs, and traditions. This cultural wealth is a valuable asset for the Indonesian nation, strengthening unity and integrity amidst differences. The motto of the Indonesian nation, *Bhinneka Tunggal Ika*, contains a deep meaning about unity and oneness amidst diversity. Even though we are different, we are still one nation, and these differences must be a unifier, not a division. The diversity that Indonesia has is a wealth to be grateful for, but it is also a challenge to maintain national unity and integrity. In a multicultural society, the existence of cultural diversity is something that must be maintained and respected so that divisions do not occur (Lintang & Najicha, 2022). In this case, education plays a fundamental role in maintaining and strengthening Indonesian unity. Education is faced with two big challenges in instilling the values of national unity and unity in students. First, how to raise awareness of the importance of unity and oneness. Second, how to develop this awareness so that it manifests in an attitude of mutual respect and respect for diversity in social, national, and state life. These challenges can be answered through multicultural education (Nurhalim, 2018). In multicultural education, all the nation's children, without exception from ethnic, cultural, and religious backgrounds, get the same opportunities to learn and develop, this is done to strengthen unity and integrity, national identity, and the nation's image in the eyes of the international world (Rosyada, 2014). Multicultural education is not just about tolerance, but also about strengthening national unity and unity. By understanding and appreciating diversity, Indonesian children will develop into inclusive individuals, respectful of each other, and have a deep love of their homeland.

Schools play an important role in teaching the values of tolerance, respect for diversity, and building a sense of unity among students from different cultural, religious and ethnic backgrounds. According to Law Number 20 of 2003, concerning the National Education System, Article 4 from point (1) to point (6) shows that multiculturalism is the basis for the implementation of education in Indonesia. Therefore, providing multicultural education is a school obligation in accordance with Article 4 point (1) that: "Education is carried out democratically and fairly and non-discriminatory by upholding human rights, religious values, cultural values and national pluralism" (Wihardit, 2010). From the explanation above, it is very necessary to provide multicultural education to students as an urgency which is based on the multicultural diversity of culture, ethnicity, customs, and religions of Indonesia. Diversity in the school environment, such as differences in ethnicity, religion, culture, and socio-economic background, can trigger various types of conflict. Such as the emergence of the assumption that he or his group is the most correct, superior, or best among other groups is the main cause of divisions (Akhwani & Kurniawan, 2021). One effort to handle conflicts that arise because of multiculturalism in schools is to instill an attitude of tolerance in students. Tolerance is a condition that must be implemented in a multicultural country like Indonesia.

Tolerance is defined as a fair and objective attitude towards people who have opinions, behavior, ethnicity, religion, nationality, and so on, different from our own, as well as freedom from prejudice (Novitasari & Wardani, 2020). Students can understand the meaning of other people's lives through mutual respect/tolerance regarding interdependence so that they can create a safe and comfortable environment, especially in the school environment (Marlia et al., 2018). In terms of multicultural education, schools must design the learning process, prepare curriculum and evaluation designs, and prepare educators who have multicultural perceptions, attitudes, and behavior, so that they become part of making a positive contribution to fostering the multicultural attitudes of their students (Rosyada, 2014). The values of tolerance can be transformed and developed in students at school through history lessons. Education is the most important means of realizing the nation's ideals and learning history can be one way to achieve this goal. History subjects are mandated to shape the character of students through the values contained therein (Agustinova, 2018). Indonesian history subjects do not only teach cognitive knowledge but can bring out the character/character of historical figures so that students can imitate or take examples to apply good attitudes for students in everyday life. From a psychomotor perspective, students are invited to deepen scientific learning so that students can see, ask questions, form networks or study groups so that the skills that students acquire emerge and the hope is that students can express their opinions well and can make written reports related to the material. history taught. From the various explanations above, the author is interested in studying "Efforts to Instill an Attitude of Tolerance Through Multicultural Education in Indonesian History Subjects".

## **METHODS**

The research method used in this research is a literature study. A literature study is a data collection technique that is carried out by reviewing and studying various written sources, such as books, scientific journals, articles, research reports, and official documents. Literature studies relate to theoretical studies and several references that cannot be separated from scientific literature (Sugiyono, 2012; Ramanda et al., 2019). Other experts argue that a literature review is research carried out by searching for various information related to research problems or topics to find a basis for researchers and the information needed to be related to similar research (Mahanum, 2021). In this research, the researcher determines the topic, the next step is to look for relevant references from various sources, such as libraries, the internet, and research databases.

## **RESULTS AND DISCUSSION**

## **The Importance of Multicultural in Schools**

Multicultural education is a crucial element in today's education system. In an increasingly diverse and interconnected world, multicultural education plays an important role in preparing the younger generation to live in harmony and mutual respect in a diverse society. Multicultural education is an effort to guide, teach, and train students to become human beings who can accept all differences (Zamathoriq, 2021). In terms of multicultural education, schools must design the learning process, prepare curriculum and evaluation designs, and prepare educators who have multicultural perceptions, attitudes, and behavior, so that they become part of making a positive contribution to fostering the multicultural attitudes of their students (Hakim & Darajat, 2023). The implementation of multicultural education is a conscious effort to develop personalities inside and outside of school by learning about various social statuses, races, ethnicities, and religions to create intelligent personalities in dealing with problems of cultural diversity. Approaches to multicultural education according to Puspita, (2018) include:

1. The teaching given to those who are culturally different is carried out with an emphasis on ensuring that cultural change occurs among them.
2. Pay attention to the importance of human relations by directing or encouraging students to have positive feelings, develop self-concept, develop tolerance, and be willing to accept other people.
3. Create a learning arena within one cultural group.
4. Multicultural education is carried out as an effort to encourage equal social structures and cultural pluralism with equal distribution of power between groups.
5. Multicultural education is also an effort for social reconstruction to achieve equality of social structure and cultural pluralism to prepare every citizen to actively strive for equality of social structure.

According to(Nurhalim, 2018) , the implementation of multicultural education is based on several important aspects, namely:

1. Every child has the right to the best education that can be given, without exception, regardless of their background.
2. Teachers cannot work effectively in an unfair system.
3. The root of the problem of educational equality lies in awareness, not just in educational practice itself.
4. Education that guarantees equality is not only about curriculum material but is much broader.
5. Inequality occurs across schools.
6. Gaps in educational outcomes are not as severe as gaps in opportunities.

Multicultural education must have five dimensions that are interconnected with each other, which can be presented as follows:

1. Content Integration, which is a way in which educators integrate various cultures and groups of students to build illustrations of various basic concepts, generalize, and build theories contained in the subject.
2. The knowledge construction process, namely the use of methods, activities, and questions carried out by educators to help students understand, investigate, and explain the implications of culture for subject development.
3. Prejudicereduction. There are two things in this dimension, namely: first, the process of identifying the characteristics of students' racial attitudes, and second, determining the teaching methods used by educators to help them develop democratic values and

attitudes.

4. An equity pedagogy, namely the adjustment of teaching methods carried out by educators to the way students learn to facilitate their diverse academic achievements both in terms of race, culture, ethnicity, and gender group.
5. An Empowering school culture and social structure, namely where the school carries out empowerment to reform the school's social structure as a complex multicultural social system through its various constituents in terms of curriculum, materials, perceptions, and behavior of educators (Nurhalim, 2018).

Multicultural education needs to be implemented comprehensively and in-depth, considering five interconnected dimensions. With this approach, schools can become safe, comfortable, and inclusive learning environments for all students to develop their potential optimally.

### **Indonesian History Subject**

History education in MA/SMK/SMA in the Merdeka curriculum aims to:

1. Develop historical awareness;
2. Develop an understanding of oneself;
3. Develop collective understanding as a nation;
4. Develop a sense of pride in the glories of the past;
5. Develop a sense of nationalism and patriotism;
6. Developing moral, humanitarian, and environmental values;
7. Developing the values of diversity and cooperation;
8. Develop an understanding of the human dimension, namely the ability to analyze thoughts, spiritual atmosphere, actions, and works that have meaning in history;
9. Develop an understanding of the dimensions of space, namely the ability to analyze relationships or connections between events that occur locally, nationally, and globally;
10. Developing an understanding of time, namely the ability to see events as a whole, including past, present, and future dimensions, as well as analyzing development, continuity, repetition, and change in human life;
11. Train diachronic (chronological), synchronic, causal, imaginative, creative, critical, reflective, contextual, and multi-perspective thinking skills;
12. Practice the skills of finding sources (heuristics), criticizing and selecting sources (verification), analyzing and synthesizing sources (interpretation), and writing history (historiography);
13. Train skills in processing historical information non-digitally and digitally in various forms of historical applications, sound recordings, documentary films, photos, mock-ups, vlogs, storyboards, timelines, infographics, videographics, comics, posters, etc.; (Kemendikbud, 2022).

In the formation of character development, history subjects are one of the potential contributors to having a big influence on character education itself. The historical material presented in history learning contains many character values such as heroism, love of the country, honesty, perseverance, responsibility, national spirit, and other values (Tresa, 2024). History learning at school aims to enable students to gain the ability to think historically and understand history. Therefore, history learning as a sub-system of the educational activity system is an effective target for improving the integrity and personality of the nation through the teaching and learning process. History subjects are one of the subjects that support learning which places more emphasis on national values, morals, and character formation (Haniah, 2017) To be able to achieve optimal historical values for students cannot be separated from the role of a

teacher in teaching. Teaching history subjects in a school environment requires teachers who have the competence to be able to teach history well, correctly, and interestingly for students. Competent teachers can manage learning in the classroom so that students can get optimal results in their learning. Therefore, the effectiveness of the teaching process is largely determined by the skills and competence of a teacher (Bahruddin et al., 2024). Through the history learning process, students are equipped with noble values which are then internalized and become an integral part of behavior, personality, and national character. History education opens their minds to various national problems, and enables students to become individuals who are wise, critical, independent, full of empathy, and have a strong and dignified national spirit.

### **Instilling the Values of Tolerance in Indonesian History Subject**

Tolerance is an attitude of noble character that reflects respect and appreciation for differences between individuals or groups. This attitude is important for building an inclusive, harmonious, and peaceful society. Tolerance means being or being tolerant of positions that are different and/or contradictory or that reductions are still permissible (Kelly, 2018). Tolerance occurs because there are differences and respect for other people's differences or principles without sacrificing the norms that have been held (Akhwani & Kurniawan, 2021). Respect the right of others to have different beliefs and values, even if we do not agree with them. Fostering an attitude of tolerance is the responsibility of all of us. By being open, empathetic, and respectful, we can create a better world for everyone. According to Purnama, (2021), several characteristics that reflect an attitude of tolerance are:

1. Peace is the goal;
2. Tolerance is being open and receptive to the beauty of differences;
3. Tolerance respects individuals and differences;
4. Tolerance is mutual respect;
5. The seeds of intolerance are fear and indifference;
6. The seed of tolerance is love;
7. If there is no love there is no tolerance;
8. Tolerance means facing difficult situations;
9. Tolerance of life's discomfort by letting it happen, being light, and letting others go.

Studying history is an important step to understanding the past, present, and future. In studying history, we encounter various events and figures with diverse backgrounds, cultures, and religions. This requires us to have a high attitude of tolerance to understand and appreciate this diversity. The indicators of tolerance according to Akhwani & Kurniawan, (2021) are: 1) Accepting differences, 2) Respect others 3) Respect other people's beliefs, 4) Don't force your wishes. The following is an explanation of the implementation of an attitude of tolerance through learning history.

Table 1. Implementation of Multicultural Education in History Subjects with an Attitude of Tolerance

Dimensions of Multicultural Education	Indicator of tolerance	Explanation
Content Integration is a way in which educators integrate various cultures and groups of students to build illustrations of various basic concepts,	Accept differences	An attitude of tolerance towards indicators of accepting differences helps students to see history from various perspectives. By understanding

generalize, and build theories contained in the subject.		different points of view, students can learn about the complexities of past events and avoid misunderstandings. In this way, students learn to respect the differences in culture, religion, and background of their friends.
The knowledge construction process, namely the use of methods, activities, and questions carried out by educators to help students understand, investigate, and explain the implications of culture for subject development.	Respect for others	An attitude of tolerance towards indicators of respect for other people helps students to avoid stereotypes and prejudice against certain groups. By studying history objectively, students can see that each individual and group has its strengths and weaknesses.
Prejudice reduction, There are two things in this dimension, namely: first, the process of identifying the characteristics of students' racial attitudes, and second, determining the teaching methods used by educators to help them develop democratic values and attitudes.	Respect other people's beliefs	The attitude of tolerance towards indicators of respect for other people's beliefs can be learned through a history that is complex and full of interpretations. There are different versions of a historical event, and each version may be based on different beliefs and values. It is important to respect this, as these beliefs and values are an important part of individual and group identity.
An equity pedagogy, namely the adjustment of teaching methods carried out by educators to the way students learn to facilitate their diverse academic achievements in terms of race, culture, ethnicity, and gender group.	Don't force your wishes	An attitude of tolerance towards indicators that do not force students' desires can be learned through fun and enlightening history learning. By avoiding imposing desires, students can open themselves to various perspectives and gain a richer understanding of history.

From the explanation above, it can be concluded that history learning has an important role in fostering an attitude of tolerance. In studying history, interpretation, and meaning are as much a part of history as facts and events. Students can better understand the complexity of historical events and prevent misunderstandings by studying history from various points of view. Empathy towards others, especially those with different origins and experiences, is fostered by a tolerant mindset. This is important for creating a civil and peaceful society. We can avoid prejudice and misunderstanding towards certain groups by practicing tolerance. Based on objective historical studies, it is proven that each person and group has its advantages and

disadvantages. Students are more likely to participate in class and perform to the best of their ability when they feel valued and comfortable in class.

## **CONCLUSIONS**

Multicultural education is a crucial element in today's education system. In an increasingly diverse and interconnected world, multicultural education plays an important role in preparing students to live in harmony and mutual respect in a diverse society. Through the history learning process, students are equipped with noble values which are then internalized and become an integral part of the behavior, personality, and character of the nation. History education opens their minds to various national problems and enables students to become individuals who are wise, critical, independent, full of empathy, and have a strong and dignified national spirit. Based on objective historical studies, it is proven that each person and group has its advantages and disadvantages. Students are more likely to participate in class and perform to the best of their ability when they feel valued and comfortable in class.

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OWS : Introduction, results and discussion

IPU : Planning of research concepts, abstracts, and research methodologies

JS : Conclusion, advice and scriptwriting

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