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## MULTICULTURAL APPROACH IN CIVICS LEARNING IN ELEMENTARY SCHOOLS

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### Abstract

The purpose of this study aims to assess the extent to which multicultural education has been implemented in civic education in elementary schools. Identifying the challenges and obstacles faced by teachers and students in implementing multicultural education, and finding effective solutions to overcome these problems. The type of research used in this literature review study with a literature study method that examines the implementation of multicultural education in civic learning in elementary schools. In the context of education, this approach not only improves students' understanding of various cultural backgrounds, but also encourages attitudes of tolerance, mutual respect, and cooperation. Through an inclusive curriculum, diverse learning activities, and the use of teaching materials that reflect multiculturalism, students are invited to be actively involved in the learning process. This study shows that the application of a multicultural approach can increase learning motivation, enrich social experiences, and prepare students to face global challenges in the future. Thus, elementary schools play an important role in shaping the character of a generation that is more sensitive to differences and able to contribute positively in a diverse society.

**Keywords :** Multicultural, Civics Learning, Elementary School

### Introduction

Indonesia is one of the largest multicultural countries in the world. This reality is seen in the socio-cultural situation where Indonesia is home to various tribes, cultures, languages, races, and religions. Multiculturalism is inevitable in Indonesia. However, in reality, this situation does not bring about improvements in social conditions. In fact, there are currently many deviations in social life in Indonesia, causing various tensions and conflicts. When people hear the term "multicultural education" without knowing its origin, they are trapped in searching for a formulation of what culture and multiculturalism are, and they assume that it is multicultural education. In other words, it can be concluded that multicultural education is an effort to teach different Indonesian cultures, such as Javanese, Sundanese, Minangkabau, Batak, Ambonese, Sasak, and Badui (Kaneke). Therefore, it is very important to instill a sense of unity and togetherness among all Indonesian citizens. National unity is an absolute requirement for Indonesia's success. If society is not united and always prioritizes its interests, then Indonesia's ideals contained in the third principle of Pancasila will remain a dream that will never come true. As a nation, we must be able to internalize the motto "Binneka Tung gal Ika". At least the introduction of Pancasila and its motto has been included in the Elementary School curriculum for a long time, starting from the 1968 curriculum, 1975 curriculum, 1984 curriculum, 1994 curriculum, 2004 curriculum, 2006 curriculum and 2013 curriculum. Pancasila material has been introduced to Elementary School students starting from the Pancasila Moral Education (PMP) subjects, Pancasila and Citizenship Education (PPKn), to the present day Citizenship Education (PKn) material. This means that even though there are differences, there is still one. Diversity must form an Indonesian society that is tolerant and respectful of each other to maintain differences. The key is to commit to uniting or tolerating the Indonesian nation

in its diversity. However, the diversity of the Indonesian nation can have positive and negative impacts if not utilized properly.

The concept of multiculturalism has been widely studied and developed by several countries, for example Canada, the United States, and Australia. These countries are quite serious in studying and developing multicultural education because their countries are dominated by very diverse immigrants. The three countries mentioned are examples of countries that have been quite successful in building national identity, with or without eliminating their original cultural identity. The United States tried to establish the unity of the American nation, although in the 1960s, some American people had not yet had their rights fulfilled. African Americans, Latin Americans and other ethnic groups felt that their civil rights had not been protected. Then they developed the concept of multiculturalism which tried to give respect to minority rights. Ultimately, multiculturalism is a concept for building the strength of a diverse nation by respecting all their civil rights. Multicultural education offers an alternative through the application of educational strategies and concepts based on diversity in society, especially in students such as ethnic, cultural, linguistic, religious, social status, gender, ability, age diversity. In this regard, it is considered very important to provide a portion of multicultural education as a new discourse in the education system in Indonesia, especially so that students have sensitivity in dealing with social symptoms and problems that are rooted in differences due to ethnicity, race, religion and values that occur in their community environment so that they can instill unity and togetherness. This can be implemented both in substance and in learning models that recognize and respect cultural diversity. In educational institutions, students must be able to develop an attitude of respect, submission and cooperation between adherents of different religions and beliefs through general education, especially Civic Education. Because in elementary schools there is no official subject in Character Education, learning Civic Education is considered to be similar to learning character values in schools.

### Research Methodology

The research method used is the literature review method. which involves collecting, evaluating, and synthesizing information from various relevant literature sources to gain a comprehensive understanding of a particular study topic. The steps include topic identification, literature source search, source quality evaluation, data analysis, and report preparation. The type of research used in literature review research with a literature study method that examines the Multicultural Approach in Citizenship Learning in Elementary Schools.

### Result & Discussion

Multiculturalism is the development of an inclusive cultural background that recognizes and respects the existence of all different groups in an organization or society, recognizes sociocultural differences, and empowers everyone in a public society organization. Multicultural education, on the other hand, is defined as a social policy based on the principle of cultural preservation and mutual respect between all cultural groups in a society. Multicultural education is an attitude that considers human individuality without distinguishing race, culture, gender, physical condition, economic circumstances, and others, and allows students to learn in an educational context that includes diversity. Able to recognize and respect the diversity of social groups In addition to ethnic differences, differences in beliefs (religions) are actually quite prone to storing potential conflicts that can destroy togetherness, brotherhood, and infrastructure. In Indonesia, such a case occurred in the Poso region which turned out to be quite difficult to resolve. Countless tears, lives, property and family integrity were sacrificed for unclear struggle goals.

**Table 1. Document Review**

Name	Title	Research methods	Findings
Kasriman, (2022)	Analysis of the Effectiveness of Character Education Through a Multicultural Approach to Civic Education in Elementary Schools	qualitative approach	This study aims to explain the effectiveness of character education through a multicultural approach to civic education in elementary schools. Where character education does not have a special subject but character education is still organized by being combined with all subjects in

			elementary schools, one of which is the subject of civic education or commonly abbreviated as PPKN.
Amin Alfauzan,(2022)	Multicultural Education Approach	library research	This multicultural education will aim to help individuals understand themselves in depth, provide students with knowledge about other ethnicities and cultures, reduce discrimination based on race, skin color, and culture, and help students master basic reading, writing, and arithmetic skills.
(2024 )	Implementation of Multicultural Education in Civic Education Learning in Elementary Schools	qualitative descriptive research	The implementation of multicultural education in civic education learning in elementary schools in Indonesia is very important to build an attitude of tolerance and respect for diversity among students.
Lisa, (2018)	Multicultural Approach With Additive Approach in Elementary School	Descriptive qualitative research	The discussion in this study consists of six parts, namely, learning in Elementary Schools, additive approaches, learning in Elementary Schools, multicultural education, the urgency of multicultural education, and additive multicultural education strategies in Elementary Schools.

The teaching and learning process and student learning outcomes are largely influenced by the role of competent teachers, so new improvements in the view of teaching and learning have consequences for teachers to improve their roles and competencies. Competent teachers will be better prepared to provide an effective learning environment and manage their classes so that student learning outcomes are maximized. Evaluators are one of the teacher's duties in the teaching and learning process. Teachers must be good evaluators during the teaching and learning process. Learning evaluation activities are designed to find out whether the objectives that have been set have been achieved or not, and whether the material presented is appropriate or not. All of these questions can be answered through learning evaluation activities. Then the evaluation of educational learning helps teachers understand student progress in the areas of speaking, reading, writing, and listening. Teachers can use this test to

determine the strengths and weaknesses of each student and to meet their needs. This allows teachers to organize civic education teaching that is appropriate to the level of development and abilities of children. Civics learning has an important role in order to improve a person's dignity and status so that they are able to achieve a good life status. Thus, civics learning is not only related to cognitive abilities but also includes the formation or strengthening of attitudes, behaviors, and moral values that are useful for society to become good citizens. Civics is a subject that plays a role in improving or strengthening the character and moral values of students, so that the existence of civics education helps students to be able to apply good character and moral values in the school environment or everyday life and provides awareness of the rights and obligations to always be responsible. Civics learning provides skills in the form of political and legal knowledge that applies in the country of Indonesia. In addition, civics learning also provides learning about the formation of individuals who have religious, democratic, skilled, love for their nation and country and are able to always maintain the peace and harmony of the country of Indonesia.

#### *Multicultural Approach Concept*

A multicultural approach to education refers to the recognition and appreciation of cultural diversity in the learning process. This includes:

1. Cultural Integration : Combining learning materials that cover a variety of cultures and traditions.
2. Empathy Development : Encourage students to understand and appreciate differences through experiences and stories from diverse backgrounds.
3. Active Participation : Engaging students in discussions and activities that reflect diversity.

#### *The Purpose of a Multicultural Approach*

1. Building Cultural Awareness : Students are expected to recognize and appreciate cultural differences.
2. Cultivating an Attitude of Tolerance : Reducing prejudice and negative stereotypes towards other groups.
3. Encouraging Social Engagement : Inviting students to participate in activities that promote diversity.

#### *Implementation in Elementary Schools*

1. Learning Materials : Using textbooks and learning resources that reflect cultural diversity.
2. Learning Methods : Using discussion methods, group projects, and case studies to promote intercultural interaction.
3. Extracurricular Activities : Holding cultural festivals, community visits, or student exchanges to provide hands-on experience.

#### *Challenges and Solutions*

1. Stereotypes and Prejudice : Confronting and discussing stereotypes in the classroom to increase understanding.
2. Lack of Resources : Provide training for teachers to develop appropriate and relevant materials.
3. Student Resistance : Using engaging approaches such as art, music, and stories to engage students.

James Banks explains that multicultural education has several interrelated dimensions, namely: First, Content Integration, which integrates various cultures and groups to illustrate fundamental concepts, generalizations and theories in subjects/disciplines. Second, The Knowledge Construction Process, which brings students to understand the implications of culture into a subject (discipline). Third, An Equity Pedagogy, which adapts teaching methods to students' learning styles in order to facilitate students' diverse academic achievements in terms of race, culture or social. Fourth, Prejudice Reduction, which identifies students' racial characteristics and determines their teaching methods. Then, train groups to participate in sports activities, interact with all staff and students of different ethnicities and races in an effort to create a tolerant and inclusive academic culture (James A. Banks, 2000: 220-22). Based on the four learning strategies above, a multicultural-based learning pattern is carried out to increase students' self-awareness of the values of difference and diversity inherent in the lives of local students as a very potential factor in building a national perspective to strengthen the integrity of the nation.

#### **Conclusion**

A multicultural approach to civics learning in elementary schools is essential to foster understanding and tolerance among students. By introducing various cultures, values, and traditions that exist in society, students can learn to appreciate differences and understand other people's perspectives. Multicultural education also encourages students to actively participate in social, political, and economic life in an inclusive way. Through activities that

involve diversity, students can develop the communication and collaboration skills needed in a pluralistic society. In conclusion, this approach not only improves students' civic knowledge, but also builds good character, strengthens solidarity, and promotes peace within the school environment and the wider community. Based on the scientific articles that the author has studied for this review, the author concludes that in facing social conflicts in the era of the industrial revolution 4.0 which originates from ethnic, cultural, tribal, and other diversity, a multicultural education approach is indeed needed. In implementing this multicultural education, the role of educators is very much needed in instilling life values in forming individual characters that reflect national identity. Multicultural education as a field of study (can be through sociological-anthropological research) also needs to continue to be the main concern in education in Indonesia. So that if a certain condition or even the next global revolution occurs, the implementation of this multicultural education approach remains relevant to multiculturalism and nationalism in Indonesia.

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