

Implementation of Multicultural Values to Strengthen Students' Nationalism

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ABSTRACT

This study explores the role of multicultural values in strengthening students' nationalism at SMPN 1 Sleman. Through a qualitative descriptive approach using interviews, observations, and documentation, the research found that multicultural values—encompassing diversity, tolerance, and cultural appreciation—are integrated into classroom learning, daily activities, and the Pancasila Student Profile Strengthening Project (P5). These efforts foster attitudes of tolerance, mutual respect, and cultural appreciation, enhancing students' understanding of national identity and unity. By embracing cultural diversity, students develop strong, inclusive personalities, preparing them to face global challenges while maintaining a sense of nationalism.

INTRODUCTION

Culture and education are two important lines that are interrelated. Culture plays an important role in education. Culture refers to the norms, values, customs or habits of a region, and the way of life of a society. When individuals learn, they not only receive academic knowledge, but also gain knowledge about their own and other cultures. Through education, individuals can learn about universal values such as justice, equality and tolerance. Education has a role in maintaining and passing on culture, by ensuring that the younger generation understands and appreciates their own cultural values. The diversity of Indonesian society is a wealth that has the potential for national progress (Fatmawati, 2021).

Educational institutions are the right means to internalize multicultural values. This is an effort that must be taught early to students, both in formal schools, non-formal, and home education (non-formal). All academicians have a role in the implementation of this education, especially in schools that consist of various races, ethnicities, cultures, and religions. Caring and tolerant attitudes are alternative attitudes that need to be emphasized in everyday school life. According to Suryana & Rusdiana (2015: 275), schools as educational institutions function to instill awareness among the younger generation about their identity, collective identity, and foster good and educated citizen candidates in a homogeneous and pluralistic society.

Schools, as educational institutions and cultural miniatures, have the responsibility to preserve positive cultural values for students. The school environment is a crucial place for the growth and development of students' abilities in terms of academics and individual character development. Meanwhile, the role of teachers and schools in instilling students' multicultural values is to build a paradigm of diversity, respect language diversity, respect gender, build social care and anti-discrimination attitudes in students so that students' awareness of nationalism and patriotism develops (Suryana & Rusdiana, 2015: 275-279). It is hoped that the education that students get at school, including the introduction of culture, can be a provision for students to be able to apply their roles and responsibilities in the realm of society and family later.

The education obtained by students is also a valuable asset in the process of forming the next generation in an advanced and cultured Indonesia. The Special Region of Yogyakarta (DIY) is known for the nuances of regional culture that are still upheld in terms of values, arts, traditions and local languages. However, DIY is also known as a region that has high tolerance in moderating diversity. Many migrants live in Yogyakarta, including students who follow their parents. Seen from another perspective, diversity can backfire as a trigger for conflict, intolerance and discrimination in society and at school (Pertwi & Dewi, 2021). Social conflict can occur if students still do not understand the importance of tolerance with the differences that their friends have, so it is important for schools to internalize multicultural values through school programs. Prastyawati & Hanum (2015: 22) argued that with the application of strategies and concepts, multicultural education can be an alternative answer in

maintaining diversity in society, especially within the scope of schools. Internalization of multicultural values in schools can facilitate the variety of diversity that exists in order to reduce the triggers for conflict in everyday life, including when students are not at school.

The variety of multicultural values implemented in schools in Yogyakarta can encourage students to appreciate the various tribes, religions, races and ethnicities that exist in schools. The independent curriculum used in the realm of education today is very supportive of the implementation of multicultural values in schools. The independent curriculum is a term used to explain the new paradigm in the Indonesian curriculum launched by the government in 2022. The independent curriculum aims to give freedom to schools and teachers in designing content that suits the characteristics of students. In an independent curriculum, the teacher acts as a facilitator in the learning process of students whose role is to identify interests, goals and guidance. The independent curriculum is in line with Ki Hajar Dewantara's philosophy which states the importance of learning things outside the classroom so that students not only have knowledge but also have the experience to absorb it. The targeted vision is the Pancasila Student Profile Strengthening Project (P5) which is the policy of the independent curriculum.

Within the curriculum framework, the implementation of the Pancasila Learner Profile strengthening project is regulated in Kepmendikbudristek No. 56/M/2022 on Guidelines for Curriculum Implementation for Learning Recovery. The document states that the curriculum structure at the early childhood and primary and secondary education levels includes intracurricular learning activities and a project to strengthen the Pancasila Learner Profile. The Pancasila learner profile has six character dimensions: faith, devotion to God Almighty and noble character, mutual cooperation, global diversity, critical thinking, creativity and independence. Multicultural values and strengthening student character are closely related in the P5 projects designed by the school. In addition, the implementation of P5 is also needed to strengthen the sense of patriotism and tolerance. In their research, Aditya et al. (2023) mentioned that the government designed P5 with the aim of overcoming the spirit of nationalism in young people who began to decline with the influx of western cultures that are considered more modern, so P5 contributes to a sense of nationalism.

Whatever the form or model of multicultural education, it should not be separated from the general objectives of multicultural education, namely: (1) Developing a basic understanding of the process of building systems and providing equitable education services. (2) linking the curriculum with teacher characteristics, pedagogy, classroom climate, school culture, and the context of the school environment in order to develop a vision of an "equitable school environment" (Arifi, 2012). Education with a multicultural perspective helps students understand, accept and respect others with different ethnicities, cultures and individual values. By instilling the spirit of multiculturalism in schools, teachers have played an active role in fostering and developing the

younger generation to accept differences in culture, religion, race, ethnicity and needs and coexist to create love for Indonesia.

SMP Negeri 1 Sleman is one of the junior high schools in the category of public schools located in Sleman Regency, Yogyakarta. Based on an interview with the principal conducted on October 24, 2023, students at SMPN 1 Sleman come from diverse religions and cultures. Not all students are native to Yogyakarta and not all students are Muslim. There are also students who adhere to Christianity, Hinduism, Buddhism, Confucianism and Catholicism and come from cultures outside the Java region. Students at SMPN 1 Sleman come from families with various social statuses. The school has implemented the independent curriculum and has entered its second year. Based on the results of the interview, a description of the variety of students at SMPN 1 Sleman was obtained, the number of differences among students at SMPN 1 Sleman, so the researcher's assumption is that there is a potential cause of intolerance. To prevent this, SMPN 1 Sleman implements multicultural values in order to foster tolerance and mutual respect among students to strengthen the sense that the variety of differences should strengthen their nationalism like the motto of *Bhinneka Tunggal Ika*. Based on the above background, researchers are interested in conducting research with the title "Implementation of Multicultural Values to Strengthen Student Nationalism".

THEORETICAL REVIEW

Multicultural Values

Multicultural values emphasize respect, tolerance, and appreciation for cultural diversity within a society. Banks (1993) defines multiculturalism as a framework that acknowledges and celebrates the differences in cultural identities, fostering inclusion and equality. In the educational context, multicultural values are integrated into learning to cultivate an appreciation for diversity while promoting social harmony. These values include respect for differences in religion, ethnicity, language, and customs, enabling individuals to coexist peacefully in a pluralistic society.

Core Elements of Multicultural Values in Education:

- a) Diversity Awareness: Understanding and appreciating cultural differences.
- b) Tolerance: Accepting others despite differences in values, beliefs, or customs.
- c) Cultural Appreciation: Celebrating heritage and traditions of various groups.

Nationalism in Education

Nationalism refers to a sense of loyalty, pride, and belonging to one's nation. In an educational setting, fostering nationalism involves instilling love for the homeland, a sense of unity, and respect for the nation's cultural heritage. According to Smith (1991), nationalism encompasses shared values, history, and symbols that connect individuals to their country. Schools play a pivotal

role in shaping national identity by integrating national values into the curriculum and extracurricular activities.

Key Aspects of Nationalism in Schools:

- a) Understanding National Identity: Recognizing shared values, history, and traditions.
- b) Promoting Unity in Diversity: Embracing cultural differences as part of national identity.
- c) Fostering Civic Responsibility: Encouraging active participation in nation-building activities.

The Intersection of Multiculturalism and Nationalism

Multicultural values and nationalism are interconnected, particularly in pluralistic nations like Indonesia. By promoting multiculturalism in education, schools strengthen the foundation of nationalism. When students understand and respect cultural diversity, they are more likely to appreciate the collective identity of their nation. As stated by Nieto (1996), multicultural education enhances students' ability to engage with diverse communities while fostering a strong sense of belonging to their nation.

The Role of Schools in Bridging Multiculturalism and Nationalism:

- a) Integrating multicultural values into the curriculum to emphasize shared national goals.
- b) Organizing cultural exchange activities to highlight unity in diversity.
- c) Encouraging critical thinking to address stereotypes and biases that may hinder national unity.

METHODOLOGY

The method used in this research is a qualitative method to answer the research objectives, namely the implementation of multicultural values to strengthen student nationalism. This research uses qualitative methods, data collection techniques using in-depth interviews, observation and documentation. The analysis technique used is source triangulation and technique triangulation. The informants in this study were principals and teachers at SMPN 1 Sleman.

Interview is a communication process between two parties, namely the interviewer (the person conducting the interview) and the respondent (the person being interviewed), aiming to obtain further information or understanding about a particular topic or subject. Interviews are conducted by researchers in the form of questions and answers. The researcher asked questions to the respondent, then the respondent gave the appropriate answers. Respondents' answers were recorded by the researcher.

The selection of informants used Spradley's (2006) informant requirements, namely cultural enculturation, direct involvement, diverse cultural atmosphere, having sufficient time and non-analytical. Based on these requirements, the informants in this study are principals, teachers and students

at SMPN 1 Sleman as parties directly involved in the application of multicultural values. The flow and process of this research follows a qualitative research scheme with observation, interviews and documentation to obtain primary data and secondary data support to complement the data. In analyzing the data according to Miles & Huberman (2014), researchers used an interactive model, whose elements include data reduction, data display, and verification.

RESULTS

SMPN 1 Sleman is one of the national adiwiyata schools located in Dusun Jetis Caturharjo Sleman, with a land area of 13,550 m². SMP Negeri 1 Sleman, formerly SMP Medari, was established on August 1, 1946 as a private school and had the status of a public school on January 10, 1951. The main building of SMP N 1 Sleman is famous as one of the cultural heritage buildings because it is a relic of the Dutch colonial government that was left natural without renovation. However, there are also new buildings used as classrooms and other rooms. Cultural heritage characteristics that are still preserved include wide and tall doors and windows, which indicate that the building is a legacy of the Dutch colonial government. This is in line with research (Dewantara & Juliansyah, 2023; Agustina & Sukardi, 2023; Damayanti & Al Ghozali, 2023; Fadhilah, 2022; Fauzi et al., 2023; Kholidah et al., 2022; Rahayu et al., 2023; Sudibya et al., 2022) with a local wisdom approach that is collaborated with the values of each region.

Basically, school is a suitable place to teach tolerance and compassion values to students so that they can respect others. Multicultural values can be conveyed by teachers to students through various activities both inside and outside the school. Teachers have an important role in the implementation of multicultural values in schools. Teachers can instill these values, both in the form of classroom teaching, motivation and understanding of the importance of respecting and caring for others. Cultural diversity, especially ethnic, racial and religious diversity, poses many challenges to humanity both directly and indirectly. This can lead to conflict prone areas. Students need to have the awareness that multiculturalism is a reality that must be accepted by humanity so that diversity does not have to make people of different cultures divided from each other.

DISCUSSION

The multicultural values implemented at SMPN 1 Sleman are in accordance with the vision and mission of the school. The implementation of multicultural values at SMPN 1 Sleman is poured into various forms of values, such as diversity values, tolerance values and cultural values.

Diversity Value

The school climate at SMPN 1 Sleman contains people from various ethnic groups, religions, ethnicities, cultures, and socio-economic conditions. Students are trained to become members of society who accept equality, respect diversity, and care about the social problems of society. The value of diversity is very important to the school. Some students are Chinese and not Javanese because

their parents migrated to Sleman or are migrants from the area around the school. Therefore, differences in dialect, accent and speaking style may occur when communicating in spoken or written language. The school has a policy to respect regional language differences. Teachers and other school members should not show a negative attitude when hearing different language accents.

Based on an interview with the principal, the classroom at SMPN 1 Sleman is likened to a mini laboratory, a space for students to learn. The learning to be achieved is not limited to academics, but also experiences in interacting with friends that students will remember when they step into advanced schooling. Every student needs to recognize and accept the differences that exist within the classroom. The differences that exist make students more insightful, with a variety of unique and fun friends, and can exchange experiences.

This school accepts children with special needs every year, as a form of supporting the inclusion program in humanist learning. Based on the results of interviews with guidance and counseling teachers, in the 2023/2024 academic year, SMPN 1 Sleman has 5 students with special needs. Two hearing impaired students in class VII, 2 students each with hearing impairment and slow learner in class VII and one hearing impaired student in class IX. Although they do not yet have a special assistant teacher, the educators at this school together facilitate in various ways such as placing children in the front bench, using the speak to talk application, and emphasizing other students to unite to be good friends for students with special needs.

The value of tolerance

The principal said that all school members, including students, carry out a community service program at the mosque around the school environment. Thus, students have direct experience in the community, recognize the importance of preserving the environment and develop an attitude of tolerance. There is also a *heel langkung* activity which means united to take care of plants in the school area.

Samani and Hariyanto (2013: 232) argue that tolerance is an open acceptance of other people with different backgrounds. Thus, tolerance can be interpreted as a reflection of mutual respect for all the differences that exist. Maintaining tolerance means maintaining a sense of brotherhood at school in order to create a peaceful situation. SMPN 1 Sleman has instilled a kind of tolerance since its inception until now. The tolerance developed will have an effect on the establishment of brotherly affection, so that the generosity displayed will have a major impact on student welfare. This is in line with the results of Supardi & Silvia's research (2020) which revealed that tolerance is closely related to the creation of students' meaning of life. Efforts to increase the level of tolerance should be carried out in various activities in the program launched by the school.

Multicultural nuances in the sense of racial culture are also seen when teachers do not distinguish one student from another, including religion. On Fridays, there is a habit of *Duha* worship for Muslims, while non-Muslims are facilitated for book studies according to their respective beliefs. This is also the

case in terms of socio-economic background. There is no different treatment for students who come from the upper middle class or lower middle class. Teachers prohibit students from carrying their parents' rank or position when associating at school because all are seen as equal and the same. Diversity in a school is very important to show because it contains a basic value in life. Each teacher also incorporates the value of tolerance in the subjects taught in the class.

Cultural Values

Based on the results of interviews conducted by researchers with informants at SMPN 1 Sleman, information can be obtained that the implementation of multicultural values in culture has been implemented in the Pancasila Student Profile Strengthening Project (P5). The results of this study are in line with research conducted by Munadlir (2016), which states that developing multicultural education can use several strategies, both teaching and learning activities, other school activities and the implementation of multicultural-based schools. SMPN 1 Sleman has implemented the P5 work harvest since the first year the school adopted the independent curriculum. The Pancasila Student Profile dance enlivened the atmosphere of the work harvest at the end of 2022. Student choices were voiced in the democratic vote agenda at the end of 2022 when SMPN 1 Sleman packaged the election of student council administrators like an election event. The voting results were read openly, all students were free to choose their respective choices and the student council board candidates accepted the collective decision. Currently, the implementation of P5 at SMPN 1 Sleman has been implemented by two grade levels, namely grade VII and grade VIII.

The implementation of multicultural values in P5 is also embedded in the theme of local wisdom that facilitates students to be able to choose, practice, and be creative about local wisdom around them. The theme of local wisdom is one of the themes taken by the school to strengthen nationalism in students by awakening love for regional culture. The appearance of local culture can be seen in the activities of cultural games, kites and various other typical games.

Cultural values were implemented through the Pancasila Student Profile Strengthening Project Festival (P5) on May 2-4, 2023 through the performance of regional art and dance creations. Students participated in the Pancasila Student Profile Strengthening Project Festival with enthusiasm, creativity and full of nuances of togetherness uniting diversity. Students also gain new experiences that enrich their insight into recognizing various kinds of art. Of the six dimensions of Pancasila students, the cultivation of multicultural values is also evident in the fourth dimension, namely global diversity. Global Diversity character is the main goal of the Pancasila Student Profile to foster mutual respect and not conflict with noble culture.

The implementation of global diversity aims to make SMPN 1 Sleman students able to explore cultural diversity which is packaged in a work show performed at the P5 Festival. Students are invited to actively appreciate and recognize culture, interact in activities that integrate multiculturalism, a means of practicing responsibility and reflecting on the experience of diversity.

The harvest of works was held again on Tuesday, June 13, 2023. The event was packed with various activities such as regional dance performances, traditional food, art events, hasta work or student craft exhibitions, fashion shows, all of which contain the diversity of the nation. The implementation of the Pancasila Student Profile Strengthening Project (P5) at SMPN 1 Sleman as a whole is carried out through project-based learning activities. This activity is in line with the character values contained in the precepts of Pancasila as the nation's ideology. By strengthening character building in students based on Pancasila, the spirit of nationalism of students also develops.

The school also emphasizes the need to preserve Javanese as a regional language. In the implementation of multicultural values at school, Javanese is considered as a valuable local language. For example, there is one day a week, students are required to use Javanese in communicating to teachers. However, for students who are not used to it, the school does not apply sanctions and the students can learn to use Javanese by observing friends or teachers who are able to use it. Students who are not native to the Sleman area can understand the importance of preserving the local language where they live today and recognize the diversity of the surrounding area, namely Javanese.

The preservation of Javanese language is considered necessary because there is also a phenomenon that students who come from Java find it very difficult to speak Bahasa Jawa Krama (Smooth Javanese language to communicate with elders) and more often use Bahasa Jawa Ngoko (Coarser Javanese language generally used with peers) to their parents. So, the school made a breakthrough on a certain day that students must follow the procedure of speaking Javanese when calling a teacher or looking for a teacher in the teacher's room. Ethics are also taught such as students must knock on the door with greetings, smiles, greetings, must change the word "I to me", use the greeting Mr. or Mrs. and use a third pronoun if Mr. or Mrs. is not in the room such as "he", or the name of the teacher concerned. Habituation is also carried out so that students do not forget to say the words "excuse me, sorry, thank you and please". So that students can get used to changing behavior for the better, polite manners with standard language and more respect for elders, especially teachers and parents. On Thursday Pahing, students and teachers are required to wear Javanese clothes as a form of preservation of ancestral culture that is full of virtues.

CONCLUSIONS AND RECOMMENDATIONS

SMPN 1 Sleman has implemented the content of multicultural values through P5 so that it is expected to strengthen nationalism, appreciate diversity in the nuances of differences in ethnicity, culture, religion and ethnicity. In addition, P5 also develops love for regional culture among all students. Through the application of multicultural values at school, SMPN 1 Sleman students can develop a deeper understanding of cultural diversity and learn to appreciate, respect, and improve interactions with students from different cultural backgrounds.

One of the distinctive features of the Merdeka Curriculum is the emphasis on developing learners' competence and character through education that focuses on the real context of the school environment. This is an initiative to improve the Pancasila Learner Profile. The P5 programme is a flagship in the Merdeka Curriculum, with the aim of strengthening the character of the Pancasila Learner Profile in each learner through multicultural education. P5 is implemented in this school because educators realise that the learning process must be connected to everyday life. The Pancasila Learner Profile describes Indonesian learners as lifelong learners who have global competence and behave in accordance with the values of Pancasila, namely faith, devotion to God Almighty, noble character, respect for diversity, mutual cooperation, independence, and critical and creative thinking (Mery et al., 2022; Shalikhah, 2022).

Multicultural values help students to appreciate diversity in society. Knowing and understanding different cultures, religions, customs, languages, and traditions makes students more open and tolerant of differences. This is important in building good relationships between individuals and strengthening national unity. With multicultural values, students will better understand the richness and cultural heritage of their own country. They will have a deeper awareness of national history, values and symbols. In this process, students will grow up with a sense of pride in their national identity, which will help strengthen the sense of nationalism.

In an increasingly connected world, understanding cultural diversity is becoming increasingly important. With multicultural values in schools, students will be trained to be global citizens who are open and flexible in understanding different cultures and thoughts. Students are able to expand their horizons, open up opportunities for international collaboration, and strengthen national positions on the global stage.

Through multicultural education, students will learn to appreciate differences and reject discrimination. They will become more aware of stereotypes and prejudices that can create division and conflict in society. By building an inclusive attitude, students will help realize a harmonious and just society. Students need to have relevant skills to face complex and diverse challenges. Multicultural values help students develop adaptability, problem-solving, cross-cultural communication and cooperation that are essential in facing an increasingly connected and multicultural world. In order to strengthen nationalism, multicultural values in schools not only prepare students to become citizens with strong personalities, but also build the foundation for a generation that is inclusive, broad-minded and able to contribute positively to the Indonesian society and nation.

FURTHER STUDY

This research is limited to examining multicultural values in the implementation of the Pancasila student profile strengthening project. Future researchers can examine multicultural values in the aspect of subjects within the school scope.

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