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## MULTICULTURAL EDUCATION IN SOCIAL SCIENCE LEARNING TO IMPROVE CULTURAL LITERATURE OF ELEMENTARY SCHOOL STUDENTS

Hana Sakura Putu Arga<sup>1</sup>, Linda Hania Fasha<sup>2</sup> Faridillah Fahmi Nurfurqon<sup>3</sup>

IKIP Siliwangi, Cimahi Indonesia

<sup>1</sup> [hana\\_sakura@siliwangi.ac.id](mailto:hana_sakura@siliwangi.ac.id), <sup>2</sup> [lindahania@siliwangi.ac.id](mailto:lindahania@siliwangi.ac.id), <sup>3</sup> [faridillah@ikipsiliwangi.ac.id](mailto:faridillah@ikipsiliwangi.ac.id)

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### Abstract

In general of this research is to examine the cultural literacy skills of elementary school students through Social Studies learning based on multicultural education. In particular, the specific targets to be achieved are as follows: (1). Implementing multicultural education in elementary Social Studies learning in elementary schools; (2). Knowing the responses of teachers and students to Social Studies learning based on multicultural education; (3). Improving the cultural literacy skills of elementary school students in Social Studies learning based on multicultural education. The research method used is qualitative. The research procedure was carried out through the following stages; the initial observation of the learning process, then in the implementation of the research a pretest was carried out to determine the student's initial knowledge, the implementation of Social Studies learning based on multicultural education, and giving a final test or posttest. The results of the study were based on the results of the pretest and post-test data processing of cultural literacy skills using the test instrument, the results showed that Social Studies learning based on multicultural education obtained a significant increase. This can be seen from the average value of student learning scores at the time of the pre-test which obtained a result of 65.00 and the post-test obtained an average score of 85.57. The average value of increasing students' cultural literacy is in the very good category and can be seen from the acquisition of the highest score during the posttest which reached a score of 95.00. From the results of the data analysis, it is known that there is an increase in the cultural literacy of fourth-grade elementary school students in Social Studies learning based on better multicultural education.

**Keywords:** Multicultural education, cultural literature, social science

### Abstrak

Secara umum tujuan penelitian ini adalah Untuk menelaah kemampuan literasi budaya siswa SD melalui pembelajaran IPS berbasis Pendidikan multicultural. Secara khusus, target khusus yang ingin dicapai sebagai berikut: (1). Mengimplementasi Pendidikan multikultural dalam pembelajaran IPS SD di sekolah dasar; (2). Mengetahui respon guru dan siswa pada pembelajaran IPS berbasis Pendidikan multikultural; (3). Meningkatkan kemampuan literasi budaya terhadap peserta didik sekolah dasar dalam pembelajaran IPS berbasis Pendidikan multikultural. Metode penelitian yang digunakan Kualitatif. Prosedur penelitian yang dilakukan melalui tahapan sebagai berikut; observasi awal proses pembelajaran, selanjutnya pada pelaksanaan penelitian dilakukan pretest untuk mengetahui pengetahuan awal siswa, pelaksanaan pembelajaran IPS berbasis Pendidikan multikultural, dan pemberian tes akhir atau posttest. Hasil penelitian berdasarkan hasil pengolahan data pretest dan posttest kemampuan literasi budaya menggunakan instrument tests diperoleh hasil yang menunjukkan bahwa pembelajaran IPS berbasis Pendidikan multikultural memperoleh peningkatan yang signifikan. Hal ini terlihat dari nilai rata-rata skor belajar siswa pada saat pretets memperoleh hasil 65.00 dan postets memperoleh nilai rata-rata 85,57. Nilai rata-rata peningkatan literasi budaya siswa tergolong pada kategori sangat baik dan terlihat dari perolehan nilai tertinggi saat pelaksanaan posttest yang mencapai skor 95,00. Dari hasil

analisis data diketahui bahwa ada peningkatan literasi budaya peserta didik kelas IV SD dalam pembelajaran IPS berbasis Pendidikan multikultural yang lebih baik.

**Kata Kunci:** Pendidikan Multikultural, Kultural Literasi, IPS

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## INTRODUCTION

Cultural literacy is an important thing to be mastered by the next generation of the nation in the 21st century. Cultural literacy is the ability to understand and behave toward Indonesian culture as a national identity. The diversity of tribes, customs, beliefs, habits, and social layers makes the next generation of the nation needs to be equipped with the ability to accept and adapt, and act wisely on this diversity into something absolute,(KEMENDIKBUD, 2017) Cultural literacy serves to develop cultural perspectives from various backgrounds with an attitude of tolerance in understanding different backgrounds, (Helen Flavell; Rosalie Thackrah; Julie Hoffman Sections, 2013)

Indonesia is a country with diverse cultures (Mahdayeni et al., 2019). This cultural diversity gives the meaning that Indonesian society is a multicultural society (Waston. CW, 2000)This multiculturalism has the potential to improve social life but has the potential to cause social conflict. If we look more deeply, the increase in cases of social conflict and violence is increasing, both in the real world and in the virtual world. These social problems are dominated by disharmony between individuals and intolerance of diversity. Cases of bullying are increasingly widespread. People are given the freedom to judge others, another case is the occurrence of conflicts between groups or one group against different religious understandings.

Intolerance behavior and individual ability to accept diversity are other sides of failure in education in Indonesia. There need to be improvements made to create a quality person with character and a broad outlook so that he can adapt quickly and precisely in various situations (Muawanah, 2018) Cultural literacy is one of the efforts that can be done to introduce multicultural education through cultural literacy.

Improvements that can be made as an effort to solve the problem of cultural literacy in elementary school students is to apply multicultural education in the learning process. Multicultural Education is an approach to teaching and learning based on democratic values that encourage the development of cultural pluralism in almost all of its comprehensive forms. Multicultural education is a commitment to achieving educational equality, developing curricula that foster understanding of ethnic groups and suppress oppressive practices. Multicultural Education is a comprehensive school reform and basic education for all students that opposes all forms of discrimination and oppressive instructions and interpersonal relationsSocial Studies in the classroom and provides for democratic principles of social justice.

In Social Studies learning in elementary schools, multicultural education provides an understanding for students to be able to recognize the differences that exist in the social environment, considering that in a social group, every individual must have differences, both physically, in language, regional origin, and their respective habits. This diversity needs to be accepted by students when they are in a social environment to create harmony and harmony with others. After students have a good understanding of this diversity in the learning process, teachers can form attitudes through habituation that is implemented in the learning process such as group learning, learning to respect each other's opinions during discussions, and terrorism. Thus students will get used to and have the principle of openness in accepting and respecting differences, especially in this global era students are required to keep up with the times so they must be equipped with the ability to adapt when they are anywhere.

### **FORMULATION OF THE PROBLEM**

From the background above, the following research questions can be formulated:

1. How is the implementation of multicultural education in elementary Social Studies learning in elementary schools?
2. How do teachers and students respond to Social Studies learning based on multicultural education?
3. Is there an increase in the cultural literacy ability of elementary school students in Social Studies learning based on multicultural education?

### **RESEARCH PURPOSES**

To examine the cultural literacy skills of elementary school students through Social Studies learning based on multicultural education.

### **METHOD**

#### **Research Design**

This research is qualitative research with the type of case study which is related to examining the cultural literacy skills of elementary school students through Social Studies learning based on multicultural education.

#### **Participants**

In this study, the subjects of this research are teachers and elementary school students in the Cimahi area.

#### **Data Collection Techniques**

As previously stated, this study includes three research questions. To answer these three questions, data from well-documented activities regarding the cultural literacy skills of elementary school students through Social Studies learning based on multicultural education will be used. These data include documents for Social Studies teaching materials implemented by teachers regarding multicultural diversity and interviews regarding teacher responses. about multicultural education and cultural literacy skills for elementary school students in Social Studies learning based on multicultural education. Concerning the first and second research questions, data on all task designs implemented by teachers and relevant techniques related to each part of the Social Studies Education task will be used, as well as theoretical considerations that form the basis for developing cultural literacy skills for elementary school students and relevant theories according to the teachers. As previously explained, this type of data is

analyzed using a social science praxeology approach. With this approach, an analysis will be carried out on all scientific material praxeology that is considered, studied, and analyzed for its relationship, and analyzed the characteristics of all Social Studies praxeology and its relationship with Social Studies learning at the elementary school level.

To answer the three research questions, data related to didactic and pedagogical relationshSocial Studies, as well as didactic-pedagogical predictions and anticipations concerning each science task developed by prospective teachers will be used. To achieve this goal, a didactic praxeology approach will be used. With this approach, an analysis will be carried out on all considered didactic praxeology, find and examine the relationship between all these praxeologies, and find the characteristics of all didactic praxeology and its relationship with the implementation of cultural literacy skills of elementary school students through Social Studies learning based on multicultural education.

### **Data Analysis Steps and Techniques**

According to Ary, Jacobs, and Sorensen (2010) data analysis is the process of systematically searching for and compiling the results of interviews, field notes, and documentation, by organizing the data into categories, describing them into units, synthesizing, compiling based on patterns, choosing the right ones. important and what is learned, and make conclusions so that they are easily understood by themselves or others. (Miles, M.B, Huberman, A.M, dan Saldana, 2014) suggest that activities in qualitative data analysis are carried out interactively and continue until they are completed. Activities in data analysis include data reduction, data presentation, and verification or conclusion drawing.

### **Validity**

In this study, the validity of the instruments was justified by experts.

## **RESULTS AND DISCUSSION**

### **Results**

This study aims to determine how the scenario and implementation, teacher and student responses, as well as increasing cultural literacy of fourth-grade elementary school students with Social Studies learning based on multicultural education. Research data was obtained from observations, questionnaires, written questions, and interviews. The data consists of data on the cultural literacy ability of elementary school students in Social Studies learning based on multicultural education. From the results of the data analysis, it is known that there is an increase in the cultural literacy of fourth-grade elementary school students in Social Studies learning based on better multicultural education.

The increase in cultural literacy can be seen from the increase in students' understanding when working on test questions. Initial ability and late ability when giving pretest and posttest gave a positive increase. Likewise the attitude of students and shown in the learning process. Students are seen to be able to work together in group discussion activities and appreciate various objects to solve problems, when students are formed in groups by the teacher, students do not sort out and choose friends who have been determined to be members of their group. So

that through this Social Studies learning students can understand the diversity that exists and how to respond to differences as diversity.

**Discussion**

Scenario and implementation of learning based on the results of data processing obtained from the observation sheet, the following results were obtained: n should be an interpretation of the results rather than a repetition of the Results.

**Table 1.** Results of Teacher and Student Observation Scores

Application to	Teacher	Intpretation	Student	Interpretation
1	100	Very good	100	Very good
2	86	Very good	85	Very good
3	100	Very good	100	Very good
4	100	Very good	100	Very good
5	100	Very good	100	Very good
6	100	Very good	100	Very good
7	100	Very good	100	Very good
8	100	Very good	100	Very good

Based on the results of the implementation of Social Studies learning based on multicultural education given to fourth-grade elementary school students, it can be concluded that the implementation of learning is going very well, this can be seen from the acquisition of teacher and student observation scores which are in the very good category. The findings in the field also support the results of the field observation assessment because it can be seen in the learning process that teachers are more mature in preparing to learn and facilitating students well during the Social Studies learning process, the beauty of togetherness is material. Students are more active in the learning process, in group discussions students exchange ideas to solve problems given by the teacher. One student and another student can coordinate well regardless of academic ability, respect various opinions, and can make decisions in solving problems.

**Teacher and student response**

Based on the results of the analysis of the scores of the students' response questionnaires, the percentage of scores obtained can be seen in table 2 as follows.

**Table 2** .results of student and teacher attitude scale scores

Subject	Score Average	Percentage Average	Interpretation
Student	72	88%	Very Positive

The recapitulation of student response questionnaire scores reached a percentage of 88% with very positive criteria. Almost all students filled out student questionnaires with positive responses, there was only a small proportion who gave negative responses due to difficulties in learning to collaborate in groups. In the implementation of learning, students are actively involved in the discussion process, and enthusiastic about presenting the results of group discussions, all group members are responsible for completing assignments and responding to

question-and-answer activities when making presentations. Thus students begin to get used to working together and respecting the differences that exist in the group.

Based on the results of interviews conducted by researchers with classroom teachers, it can be concluded that the implementation of Social Studies learning based on multicultural education provides a positive response to teachers as indicated by the answers given regarding the implementation of learning. Teachers feel that by applying multicultural-based learning, students can have an understanding of the differences that exist in each individual, students also realize that the Indonesian nation is a pluralistic nation with all its diversity, including in the closest social environment such as in the classroom environment, each individual comes from a different area, has physical and mental differences. It will be beautiful if we can appreciate this diversity and it is through group learning that students can understand and appreciate this diversity. Teachers also find it easier to control the learning process because seeing students who are actively involved makes the learning atmosphere more lively. Improving student cultural literacy

The results of the data processing pretest and post-test scores of students' cultural literacy skills in Social Studies learning based on multicultural education can be observed in table 1.3 as follows.

**Table 3 . Recapitulation of the Results of Increasing Students' Cultural Literacy Ability**

Description	Pre-test	Post-test
Average value	65,00	85,57
Maksimum Value	80,00	95,00
The Minimum value	50,00	60,0028,00
Number of sample	28,00	

## CONCLUSION

Based on the results of the pretest and posttest data processing of cultural literacy skills using the test instrument, the results showed that Social Studies based on multicultural education obtained a significant increase. This can be seen from the average value of student learning scores when the pretest obtained a result of 65.00 and the posttest obtained an average value of 85.57. The average value of increasing students' cultural literacy belongs to the very good category and can be seen from the acquisition of the highest score during the posttest which achieved a score of 95.00.

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