



## Indonesian cultural diversity learning for 4<sup>th</sup> grader students

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### ABSTRACT

**Background:** The importance of multicultural education is given to children from an early age in the hope that children are able to understand that in their environment and also in other environments there is cultural diversity.

**Purpose:** The aim of this study is to investigate the material used for elementary students in increasing a number of knowledge, attitudes, and skills needed in their ethnic cultural environment, national culture, and other ethnic intercultural cultures.

**Design and methods:** content analysis is research conducted to analyze and understand the text. Content analysis can also be interpreted as a model used to examine data documentation in the form of text, images, symbols, and so on. In this study, content analysis was focused on content and sentences that showed the values of Cultural Diversity Education contained in the thematic textbook for SD / MI class IV curriculum 2013 revision edition 2017.

**Results:** In the book, Theme 1 and Theme 7 introduces various kinds of Indonesian culture such as cultural parades featuring the diversity of Indonesian culture, musical instruments, regional dances, traditional houses, regional specialties, folk songs, regional clothing to ethnic groups in Indonesia. It indicates that the values of education cultural diversity contained in these textbooks is very diverse and must be instilled, better understood about cultural diversity and practiced in each individual and student.

**Keywords:** culture instillation; culture diversity; Indonesian culture learning

### Introduction

Indonesia consists of various ethnic groups and cultures. This diversity is a gift from God Almighty. There are many ethnic groups who inhabit the Indonesian archipelago. Compared to other countries, the number of Indonesian ethnic groups is the largest in the world. Indonesian ethnic groups are scattered throughout Indonesia, both on large and small islands.

In Indonesia, there are various ethnic groups. The diversity of ethnic groups produces various regional languages. There are differences between the regional languages. However, these differences are combined with the use of Indonesian as the national language. There are hundreds of regional languages developing in the territory of Indonesia. In a region, more than one regional language often develops,

Apart from the diversity of ethnic groups and languages, Indonesia also has religious diversity. For religious diversity, every citizen of Indonesia is guaranteed the right to embrace their respective beliefs or beliefs. In Indonesia, there are six religions recognized by the state.

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The six religions / beliefs are Islam, Catholicism, Christianity, Hinduism, Buddhism, and Confucianism. Religious adherents are required to carry out their respective religious teachings. Each religion has different ways of worship, holy books, and places of worship. The state provides freedom for all religions to carry out worship according to their respective teachings.

Cultural diversity education prepares students to be active as citizens in an ethnically, culturally, and religiously diverse society. Education is intended for all students from primary, secondary to tertiary levels, regardless of ethnicity, religion, gender, race, color, and culture.

Cultural diversity education is also in line with the essence of the national education goals conceptualized in the 2013 curriculum which is contained in thematic textbooks. The presence of Integrated Thematic Textbook for Class IV SD / MI Curriculum 2013 on theme 1 (*Indahnya Kebersamaan*) and theme 7 (*Indahnya Keragaman di Negeriku*) is a good action for students to get an intolerant attitude and to respect among students.

Cultural diversity education is a must, not an option anymore. In it, the management of diversity and all positive and negative potentials is carried out. so that differences are not a threat or problem, but instead become a source or positive driving force for development and the common good as a nation.

However, students need an appropriate learning model or method so that the internalization of values can be realized properly. Teachers suppose provide more explanations about Pancasila as the best choice for Indonesian. More explanations from teacher on the socio-political, economic and cultural aspects of Indonesia support the learning of cultural diversity for students.

Another perspective of cultural diversity in the national education system is to provide the widest possible learning opportunities for every student. The cultural diversity education can instill and change the thinking of students to truly sincerely respect the diversity of ethnicities, religions, races, and between groups. Therefore, it is hoped that students will be more open to understanding and appreciating diversity.

The importance of multicultural education is given to children from an early age in the hope that children are able to understand that in their environment and also in other environments there is cultural diversity. This cultural diversity affects the behavior, attitudes, and thought patterns of humans so that humans have different usage, folkways, mores and even customs. If these differences cannot be properly understood and accepted wisely, then conflicts will easily occur in society.

School as an institution is expected to be able to become a nursery for "seeds" for the life force of students in the future. However, education is part of the process of cultivating conscience and independence of thinking. Everything is directed at efforts to educate the nation's life and develop Indonesian people as a whole. Indonesian people who are faithful and devoted and have noble character, a solid and independent personality, and a sense of social and national responsibility. So the implementation of learning in schools is expected to bring students together with thoughts, ideas, hopes, from various parties. All these things will eventually reach the students and give birth to an understanding that is manifested in behavior.

The fact that Indonesia has a diversity of cultures, cannot be denied. The hope that diversity becomes wealth that advances and develops the nation has always been dreamed of. However, rarely between reality and hope is a dream that doesn't know when it will come true. This situation can be seen in two ways, firstly from the positive side, there is still a wide spread of the formation of an Indonesian diversity education model (not the adoption of the Western model) which is able to process the reality of a nation whose diversity is such that

it is not only potential wealth but becomes wealth felt by all members Public. Second, from the negative side, cultural diversity education is important but still neglected.

Efforts to develop locally based curricula (which incorporate local contents) are examples of efforts to develop cultural diversity education. It's just that, cultural diversity education here only prepares students with an awareness of their own ethnic culture, not between other ethnic cultures. Therefore, education as the development of cultural awareness like this is still at the stage of soft multiculturalism (awareness of cultural diversity that is only superficial).

In the implementation of this cultural diversity education there are still various obstacles that hinder the formation of cultural diversity in society. This becomes a job for researchers to solve problems that exist in the world of education with the aim of failures and weaknesses and even discrimination in the world of education can be truly exposed.

Therefore, the process of minimizing conflict requires an effort that can be made to fight for multiculturalism through education with a cultural diversity insight in the context of empowering a pluralistic and heterogeneous society in order to understand and respect each other and form a character that is open to differences.

The aim of this study is to investigate the material used for elementary students in increasing a number of knowledge, attitudes, and skills needed in their ethnic cultural environment, national culture, and other ethnic intercultural cultures.

## Methods

The type of research that will be used is content analysis. What is meant by content analysis is research conducted to analyze and understand the text. Content analysis can also be interpreted as a model used to examine data documentation in the form of text, images, symbols, and so on. In this study, content analysis was focused on content and sentences that showed the values of Cultural Diversity Education contained in the thematic textbook for SD / MI class IV curriculum 2013 revision edition 2017.

The procedure of the research consists of several stages, as follows. 1) Gather some books thematic that will be analyzed by the researchers. 2) Reading or mark each page of the book that explains the cultural diversity. 3) Then create a table and analyze the cultural diversity in books thematic.

The sequences must be orderly, must not be skipped or overturned. The previous step is a prerequisite for determining the next step. The beginning of the research is the formulation of a problem or research question that is stated clearly, explicitly, and leads, and can be measured and to be answered with research efforts.

Sources of data in this study are the results of analysis in the form of discourse containing multiculturalism in the Integrated Thematic Textbook of the 2013 Revised Curriculum published by the Ministry of Education and Culture for grade IV SD / MI students on theme 1 and theme 7.

By using this method, data collection and validation techniques, namely by triangulating data sources, is the collection of data from a variety of different sources using the same method. Researchers used data analysis from several documents such as thematic books, journals, and several theory books. So with the data validation technique, it will produce various evidences or data so that it will give birth to the breadth of knowledge to obtain accurate truth.

Data collection in the study was carried out by careful study and recording by researchers of the findings in the 2013 Curriculum textbook. The in-depth study was intended to obtain data about the content of the values of learning cultural diversity contained in the 2013

curriculum textbook for grade 4 of elementary school in the first semester. Then The results of the study are recorded in a table to obtain research documents.

### Findings & Discussion

In the book, Theme 1 and Theme 7 introduces various kinds of Indonesian culture such as cultural parades featuring the diversity of Indonesian culture, musical instruments, regional dances, traditional houses, regional specialties, folk songs, regional clothing to ethnic groups in Indonesia.

A cultural parade is a culture that is introduced to the community by way of a parade around the road called the parade. Showcasing the various cultural diversity of the Indonesian people from introducing traditional clothes from various regional tribes and their distinctive musical instruments in Indonesia. Elementary school children are very happy to see the cultural parade. There are always new things for elementary school children to learn and pay attention to every year from cultural parades that showcase Indonesia's cultural diversity.

Angklung which traditionally developed in Sundanese society in the Sundanese tribe of West Java. This musical instrument is made of bamboo, sounded by shaking it. Angklung musical instruments have been studied in several elementary schools. Putting it as the material, students will be more familiar with and can understand how to play this *Angklung* musical instrument itself. With this, students can love traditional musical instruments.

A regional dance originating from Aceh called the Bungong Jeumpa dance. Bungong Jeumpa dance has become a dance lesson in elementary school. With the learning of dance in schools, students will understand and practice movement patterns that are sourced from dance teaching materials. In addition to understanding movement patterns, learning dance is able to express dance structures in a true sense, namely directing students to recognize cultural and artistic values.

*Minang* tribe has a very unique traditional house called *Rumah Gadang*. *Rumah Gadang* is studied by elementary school children about the shape of the house. This house is made of wood and has a basic shape like a beam. The curvature of the roof of the house is very sharp like a buffalo horn, while the arch of the house slopes like the hull of a ship. The roof of the house is made of palm fiber. The shape of the roof of the house that is curved and pointed upwards is in the form of a sharp angle and is called a *gonjong*. Because the roof is *gonjong*, this house is also called by another name by the local community as the *Bagonjong* House. The house functions as the residence of the *Minang* tribe. Apart from being a place to live, this traditional house also functions as a place for family meetings, a place to hold ceremonies and the inheritance of traditional values.

It turns out that the people of Maluku rarely eat side dishes with rice. The source of carbohydrates for them is usually sago, cassava, sweet potatoes, boiled bananas, or *jaha* rice. *Nasi Jaha* is sticky rice or rice cooked in coconut milk, wrapped in coconut leaves, and cooked in bamboo. The side dishes are grilled skipjack and *Colo-Colo* sambal. *Colo-Colo* Sambal is made from chopped chilies, tomatoes, shallots, and sprinkled with salt and lime juice. There is also *Gohu*, which is a mixture of vegetables with grated coconut and spiked with Lemon Cui juice.

Education is carried out with the target of students learning to know and understand that each region has traditional foods from various parts of the archipelago in Indonesia. With the existence of this archipelago's culinary wealth, students are increasingly in love with Indonesian culture, while at the same time making students proud of being the Indonesian nation.

One of the ethnic groups in Indonesia is the Papuan ethnic group. The majority of Papuan ethnic groups live on the island of Papua. One of the famous songs from Papua is "Apuse". The lyrics of the song "Apuse" tell the story of a person's separation from their grandparents. This grandson will wander across the country.

Regional songs are a form of artwork originating from the local area, have cultural values and their own creation is a reflection of the life of the people and is a form of cultural wealth owned by the local area.

Learning music in elementary school is one of the learning components that is very supportive of the achievement of the personal development of students completely in singing folk songs. In addition, it is also to increase and develop the potential for a sense of beauty that students have through experience and appreciation of music. In learning regional songs, students understand knowledge of other regional songs and their regional origins and shape the character of students into humans who have a sense of art and understand their culture.

Banten is a province on the western part of Java Island. The indigenous people who are usually called the Baduy tribe live. However, the Baduy people prefer to call urang Kanekes. In Sundanese, urang means people. The Kanekes community is divided into two groups, namely the Outer Baduy and the Inner Baduy. What distinguishes the inner and outer Baduy is the use of the headband and the color of the clothes the people use.

The Kanekes Dalam community is still very firm in upholding the tradition. They do not use electronic tools, do not use footwear, do not use vehicles as a means of transportation, and wear traditional clothes that are woven and sewn themselves. They adhere to the traditional "Sundanese Wiwitan" belief and are led by a Pu'un. Pu'un also serves as the leader of the Kanekes community.

The Kanekes Luar or Baduy Luar people are familiar with technology and electronic devices. They also wear modern clothes. However, the Outer Baduy community can still be recognized by their distinctive characteristics, namely wearing a black headband.

With this cultural diversity learning, students can know that in Indonesia there are various ethnic groups. The diversity of ethnic groups results in cultural diversity, including ways of living every day.

Each region has traditional clothing. Likewise with the Minang area in West Sumatra. Traditional clothing for Minang women is often called Limpapeh Rumah Nan Gadang. This traditional Limpapeh Rumah Nan Gadang clothing consists of several parts. Each part is unique. The very top is a pointed head cover (gonjong) that resembles the roof of a Minangkabau house. This head covering is called tingkuluak. However, the bride and groom usually wear an ornament called sutiang.

Traditional clothes called baby clothes. This shirt is decorated with gold threads that symbolize the natural wealth of the Minangkabau. Various styles of gold thread decoration. On the edge of the shirt there is a border that is given gold thread and is called a minsie. The lower part of the shirt is a cloth or sarong called lambak. Sarong can be woven cloth or songket cloth. Minang women also wear a scarf called salempang. As a complement, this traditional clothing is also equipped with jewelry. Jewelry worn in the form of bracelets and necklaces. The bracelet is usually called the galang. The necklace is called dukuah.

In introducing traditional clothing to students, it is an effort to preserve traditional clothing from various regions in Indonesia, instilling a soul of love for their traditional clothes so as to foster enthusiasm for preserving these traditional clothes.

From the review above, with the implied meaning in the book, it can be concluded that the book when reviewed seriously and carefully can add to the scientific treasure for teachers and students, especially in introducing students to the diversity of ethnicities and cultures in

Indonesia, starting from traditional dances, traditional houses, folk songs, and traditional clothes which are contained in the integrated thematic textbook of the 2013 curriculum.

Therefore, this theme is one of the most important lessons in an effort to introduce students to culture and ethnicity in Indonesia as wealth. Which is priceless.

Textbooks are mandatory reference books for use in schools that contain learning material in the context of increasing faith and piety, character and personality, the ability to master science and technology, as well as physical and health potential which are compiled based on national education standards. So a book can be said to be a collection of writings systematically made by experts containing subject matter as a guide for educators and a tool for students in understanding the subject matter.

Thematic is defined as relating to the theme. Or the theme is the main thought or main idea which is the subject of discussion. In Permendikbud No. 57 of 2014 article 11 paragraph 2 states that integrated thematic learning is the content of learning in SD / MI subjects organized into predetermined themes.

Thematic learning can be defined as a learning activity by integrating the material of several subjects in one theme / topic of discussion. Thematic learning is an attempt to integrate knowledge, skills, values, or learning attitudes, as well as creative thinking using themes (Sutirjo and Mamik, 2005).

The thematic book for grade IV SD / MI with the theme The Beauty of Togetherness and the Beauty of Diversity in My Country is an integrated thematic learning series book for grade IV SD / MI issued by the Ministry of Education and Culture. Books that are compiled and adapted to the 2013 curriculum for thematic learning are designed according to the competencies to be achieved.

The sub-theme of the beauty of the cultural diversity of my nation is one part of the discussion of the theme in the 2013 curriculum. The 2013 curriculum is taught to encourage the achievement of the desired standards. The sub-themes in the 2013 curriculum are taught to provide knowledge about the beauty of cultural diversity that exists in my nation. This cultural diversity has not been fully understood by students. So that it is reflected in everyday life in the environment of students. The environment of students is created from the culture and mindset of students to change behavior and knowledge as a result of educational provision (Haqiqi & Suprayitno, 2017).

Culture in Indonesia is divided into national culture and regional culture. National culture comes from regional culture. Regional culture is formed from the culture of ethnic groups that are widespread throughout the archipelago. Culture in Indonesia is the result of creativity, taste, and unique initiative.

In Indonesia, apart from the diversity of ethnic groups, the diversity of ethnic groups results in various regional languages. There are differences between the regional languages. However, these differences are combined with the use of Indonesian as the national language which is a means of communication. There are hundreds of regional languages developing in the territory of Indonesia. In a region, more than one regional language often develops. Local languages play a role in maintaining regional culture. And besides the diversity of ethnic groups and languages, Indonesia also has religious diversity. In such an atmosphere of religious diversity, every Indonesian citizen is guaranteed the right to embrace their respective beliefs or beliefs. There are six religions recognized by the state. The six religions or beliefs are Islam, Catholicism, Christianity, Hinduism, Buddhism, and Confucianism. Each religion has different ways of worship, holy books, and places of worship. The state provides freedom for all religions to carry out worship according to their respective teachings.

This diversity is one of the riches of the Indonesian nation. Therefore, learning cultural diversity is very important for students in grade IV to get to know more about the various cultures of their nation and be able to understand and respect each other.

## Conclusion

Based on the results of the research and discussion of the analysis of the values of cultural diversity education in the thematic textbook of class IV SD / MI curriculum 2013 on Theme 1 The Beauty of Togetherness and Theme 7 The Beauty of Diversity in My Country that has been done above, it can be concluded that the values of education cultural diversity contained in these textbooks is very diverse and must be instilled, better understood about cultural diversity and practiced in each individual and student. The values of cultural diversity education contained in the thematic textbooks of class IV SD / MI curriculum 2013, namely the value of tolerance for the diversity of ethnic groups, languages and cultures of Indonesia, these values are provisions to be able to live and interact well in a diverse society.

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