

THE IMPLICATIONS OF MULTICULTURAL EDUCATION IN IPAS LEARNING AS AN EFFORT TO PREVENT NATIONAL DISINTEGRATION

Risma Iryani¹, Agmelia Fatika Anggraini², Alisa Syabrina³, Rezza Risky Fadila⁴

^{1,2,3,4}, Primary School Teacher Education, University Lampung, Indonesia

rismairyani297@gmail.com¹, agmeliafatika@gmail.com², alissyabrina114@gmail.com³, rezarisky264@gmail.com⁶

Abstract

Multicultural education represents a critical framework in addressing the cultural diversity present in Indonesia. This study seeks to elucidate the role of multicultural education within the Natural and Social Sciences (IPAS) curriculum as a proactive measure to avert societal disintegration. Employing a qualitative phenomenological approach, this research prioritizes the perspectives and experiences of educators and learners in the enactment of multicultural education within the classroom setting. The findings indicate that integrating multicultural education into Natural and Social Sciences (IPAS) enhances students' comprehension of diversity, fosters tolerance, and promotes collaborative efforts. This integration plays a pivotal role in fortifying the unity and cohesiveness of the nation. Additionally, this study uncovers that the implementation of multicultural education facilitates students in overcoming stereotypes and biases concerning different cultures, while simultaneously cultivating mutual respect among them. This research advocates for educators and policymakers to systematically embed multicultural education within the curriculum and instructional methodologies. It is anticipated that such measures will foster an inclusive and harmonious educational environment, thereby mitigating potential disintegration among students, particularly at the elementary school level, which serves as the cornerstone for nurturing a more tolerant and unified nation in the future.

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A. INTRODUCTION

Disintegration refers to the fragmentation or obliteration of a cohesive entity within society. The Big Indonesian Dictionary (KBBI) defines disintegration as a condition characterized by division or the erosion of unity among specific communities. However, as articulated Sukanto, disintegration represents a state that arises within a particular society where harmony is notably absent. Disintegration stands in stark contrast to integration; thus, it signifies the fragmentation or dissociation of a collective, exemplified by the case of East Timor's separation from Indonesia in 1999. On the other hand, integration embodies the amalgamation of diverse religious or ethnic constituents into a cohesive society. Broadly, national disintegration signifies a scenario wherein a nation encounters fragmentation.

The current state of the nation is marred by conflicts and disputes, alongside other challenges that precipitate national disintegration. Such disintegration is instigated by unresolved issues or disarray in societal life that persist over an extended period, with no viable solutions identified for the prevailing problems. While disintegration is intrinsically linked to conflict, it is crucial to note that not every conflict will necessarily culminate in disintegration. In straightforward instances, such as interpersonal disputes that can be promptly resolved, there will be no fragmentation; instead, both parties will reach an amicable resolution and coexist harmoniously. Conversely, disintegration

invariably commences with conflict, irrespective of its severity, whether it pertains to simplistic or intricate scenarios or overlapping disputes.

At present, Indonesia is grappling with numerous challenges including an identity crisis, horizontal conflicts, multicultural discord, national disintegration, political instability, violence, and criminal activity, all indicative of a multidimensional crisis. Pertaining to disintegration itself, several phenomena epitomize or herald the onset of disintegration, such as juvenile delinquency, substance abuse, student gang altercations, criminal offenses, and various other manifestations of youth misconduct. The indications of national disintegration are further reflected in the prevalence of multicultural conflicts rooted in ethnicity, religion, race, and intergroup relations, exemplified by tensions between ethnic Chinese and indigenous populations, religious discord, among others.

This situation has culminated in a substantial transformation in the collective mindset as well as the lifestyle choices of individuals, transitioning from a distinctly Eastern perspective and way of life to a distinctly Western perspective characterized by traits such as individualism, consumerism, hedonism, apathy, secularism, freedom, and exclusivity in behavior. These prevailing conditions and associated issues serve as a clear indication that Indonesia is currently grappling with a state of alarming concern, one that holds the potential to catalyze both national and social disintegration if left unaddressed. Beyond the aforementioned phenomena and conflicts, there exists a plethora of pressing issues or conflicts within the Indonesian context that harbor the potential to incite disintegration, with the ongoing conflict in Papua serving as a prominent illustration of a conflict that could indeed lead to national disintegration. The complexities surrounding the Papua conflict are influenced by a myriad of factors, including historical disputes tied to the integration of West Irian into the Indonesian nation, a series of unresolved human rights violations, and the systematic marginalization and discrimination against the Papuan population. This conflict has persisted for an extended duration, becoming increasingly protracted, despite the government's various efforts aimed at resolution, which, regrettably, have not yielded the desired outcomes. As elaborated upon previously, the existence of prolonged conflicts is a significant precursor to national disintegration, thereby placing the Papua conflict squarely within the realm of potential catalysts for national disunity.

The pervasive influence exerted by advancements in Information and Communication Technology (ICT) also emerges as a noteworthy contributor to the risk of disintegration, particularly concerning the widespread dissemination of hoaxes that have become alarmingly prevalent. These hoaxes not only engender chaos within society but also possess the capacity to disrupt the intricate process of democratic consolidation in Indonesia, consequently triggering divisions or disintegration within the social fabric of Indonesian society and potentially jeopardizing the integrity of the nation itself. Alongside the disintegration stemming from societal conflicts or issues within the general public, challenges that are inherently linked to the educational landscape also have the potential to act as catalysts for disintegration. Illustrative examples of factors contributing to disintegration in the educational sphere encompass disparities in

educational facilities, the detrimental influence of the internet, a pervasive lack of education around tolerance, instances of discrimination or bullying aimed at students belonging to minority groups, and violent altercations between students. Moreover, the most consequential factor within the realm of education that can precipitate disintegration is undoubtedly the glaring absence of comprehensive teaching and understanding surrounding concepts of diversity and the varied life experiences of students hailing from a multitude of social backgrounds.

In order to effectively tackle and proactively mitigate the underlying causes that lead to societal disintegration, it is crucial to emphasize the previous assertion that a significant deficiency in the teaching methodologies and the comprehensive understanding of diversity, as well as the varied life experiences of students hailing from a multitude of community groups, stands as a primary catalyst for disintegration within the educational landscape. Consequently, it becomes evident that there is an imperative need for a form of education that serves to avert the fragmentation of society at a national level. One particularly effective approach in this regard is the implementation of multicultural education, which represents a distinct category of educational practice that can be utilized in the efforts to stave off national disintegration. The concept of multiculturalism, while it may seem relatively contemporary in the context of global discourse, has evolved from earlier notions of pluralism and cultural diversity. In the unique context of Indonesian society, the idea of multiculturalism is far from surprising, as the inherent character and cultural identity of Indonesians are deeply rooted in the extraordinary diversity that is characteristic of the vast archipelago. Given that multiculturalism is not an entirely new phenomenon, various experts assert that it is essential to cultivate a sense of multicultural awareness within individuals, ensuring that it becomes an integral part of human consciousness that permeates various aspects of life. To achieve this goal, it is imperative to develop effective methodologies that can significantly enhance this awareness among learners and the broader community. Education, in particular, is widely regarded as a viable solution to address this pressing issue. There exists an urgent necessity to integrate multicultural education into the formal curriculum, or at the very least, to incorporate it within other pertinent subjects, such as the sciences, civics, history, and religious studies. By doing so, multicultural education can effectively respond to the increasing diversity observed within the school populations, while simultaneously addressing the fundamental demand for equitable rights and opportunities for all citizens across the nation.

The integration of multicultural education into the learning framework, especially within the domain of social studies at the elementary school level, can serve as a proactive measure aimed at minimizing and potentially preventing the occurrence of national disintegration. Social studies, particularly the social studies component of the IPAS curriculum, hold significant importance and should be implemented at the elementary school level, with the explicit objective of enabling students to acquire essential knowledge and insights into social concepts. This foundational understanding is vital, as it empowers students to become cognizant of the issues that pervade their

environments and encourages them to actively contribute to the resolution of these challenges. Therefore, the implementation of multicultural education can be effectively realized through multicultural-oriented IPAS learning, which is particularly feasible given that IPAS learning is inherently linked to cultural values that play a critical role in shaping responsible and engaged citizens. Within the framework of multicultural education in social studies instruction at the elementary school level, the role of teachers or educators is undeniably pivotal. Educators are not only required to possess a deep mastery of social studies content and the ability to teach it effectively and professionally, but they are also expected to imbue their students with the fundamental values that underpin multicultural education, which include the principles of democracy, humanism, and pluralism.

Given the multitude of cases, disputes, and challenges that have either historically emerged or are presently unfolding within the nation of Indonesia—factors that undoubtedly possess the potential to lead to a fragmentation of national unity—and recognizing the beneficial influences or positive outcomes that can arise from the incorporation of multicultural education into the framework of IPAS learning, particularly at the elementary school level, we posit that this educational approach could serve as a vital mechanism and strategic initiative aimed at mitigating the risks associated with national disintegration. Consequently, we, the authors of this study, have developed a keen interest in undertaking this research endeavor, which is specifically designed to ascertain the implications or resultant effects of multicultural education within the context of IPAS learning, with the overarching goal of employing this knowledge as a proactive measure against the threats posed to national cohesion. Through this investigation, we aim to contribute valuable insights into how multicultural education can be effectively utilized as a pedagogical tool to foster unity and understanding among Indonesia's diverse populace, thereby reinforcing the foundation of our national identity and social fabric.

B. RESEARCH METHODOLOGY

This scholarly examination has been meticulously categorized as qualitative research, which employs a robust phenomenological framework that serves the purpose of facilitating a deeper understanding of the subject matter at hand. The rationale behind the selection of the phenomenological approach is fundamentally anchored in the primary objective of this investigation, which is to comprehensively illuminate the significant implications and intricate effects of multicultural education, particularly in the specific context of IPAS learning, with the overarching aim of effectively alleviating the potential dangers and risks that are associated with the troubling issue of national disintegration. The extensive nature of this investigation was carried out through a methodical and systematic process of data collection, which involved the thoughtful utilization of rich narratives and comprehensive, in-depth interviews that ultimately provided a wealth of valuable qualitative insights. These insights not only contribute to the existing body of knowledge but also serve as a critical foundation for developing strategies that can enhance the effectiveness of multicultural education initiatives in diverse learning environments..

C. RESULTS AND DISCUSSION

The Concept of Multicultural Education, IPAS, and Disintegration

Multiculturalism can be defined as "a comprehensive concept pertaining to the process of acculturation, and due to the fact that education inherently functions as a mechanism of acculturation, it follows that a society characterized by multiculturalism can be fostered through the educational framework" (HAR Tilaar, 2004). It is essential to recognize that education, along with the process of acculturation, plays a pivotal role in molding and defining the identity and character of a nation as well as its individual citizens. Within this context, multicultural education emerges as a form of education that is fundamentally rooted in the principles of multiculturalism. In their influential work titled *Pendidikan Kewarganegaraan (Civic Education)* published in 2007, Tobroni and his colleagues articulate that multicultural education can be comprehensively understood through three distinct perspectives, which frame the discussion around this vital educational approach. These three perspectives serve to highlight the multifaceted nature of multicultural education and its significance in promoting social cohesion and understanding among diverse groups within society. Consequently, it becomes increasingly evident that fostering a multicultural educational environment is not only beneficial but essential for the harmonious coexistence of various cultural identities within a nation.

1. Multicultural education, which can be understood as a comprehensive concept or fundamental idea that encompasses a diverse range of cultural perspectives and practices;
2. Multicultural education, which can also be regarded as a significant movement that advocates for the inclusion and representation of various cultural narratives within the educational framework; and
3. Multicultural education, which is further characterized as a dynamic process that involves the continuous evolution and implementation of strategies aimed at fostering an environment of equity and respect for all cultural identities within the learning context.

As a result, the field of multicultural education necessitates a comprehensive examination, meticulous conceptual development, and thoughtful execution in order to be effective and impactful. The significance of multicultural education cannot be overstated in the context of Indonesia, a nation renowned for being one of the most culturally rich and diverse countries on the planet. Within its borders, there exists an astonishing array of more than 1,300 distinct ethnic groups, a multitude of regional languages, and an assortment of religious beliefs that are embraced by its populace. This intricate cultural tapestry renders the implementation of multicultural education not only relevant but also of utmost urgency, particularly in order to avert potential conflicts that may arise as a consequence of these inherent differences among the people. The pressing need for multicultural education in Indonesia has become increasingly apparent, especially when confronted with the pervasive issues of intolerance and discrimination that frequently manifest within society and, alarmingly, even among the student population, which can include incidents of bullying, acts of violence perpetrated

by educators, and altercations between students. Numerous incidents have highlighted the persistent gap in comprehension regarding the concept of diversity, underscoring the critical role that multicultural education plays in fostering an awareness of the importance of embracing differences as a valuable asset to the nation and in fortifying the ideals of unity amidst diversity.

In light of the observations made by Sapriya (2015, p. 7), it can be articulated that "Social Studies is an integrated subject that amalgamates history, geography, economics, and various other social science disciplines." This assertion leads one to the conclusion that Social Studies serves as a comprehensive guide or synthesis of multiple social science subjects. The realm of Social Studies Education (IPS) holds a pivotal position in advancing multicultural education within Indonesia, particularly given the country's extensive array of cultural, ethnic, religious, and racial diversity. Through IPS education, students are afforded the opportunity to cultivate an understanding and acceptance of diversity as an integral aspect of their daily lives, while simultaneously promoting the core values of tolerance, unity, and equality among all members of society. The following discourse will provide a detailed examination of the challenges associated with multicultural education, as well as the practicalities involved in its implementation within the framework of social studies learning.

Disintegration can be defined as a condition characterized by the fragmentation or separation of a previously unified entity, which can manifest in various contexts, such as social, political, or cultural domains. Specifically, when referring to a nation-state, disintegration denotes a scenario in which the bonds that traditionally uphold unity among diverse community groups begin to deteriorate or completely fracture, thereby posing a significant threat to the very integrity and cohesion of the nation itself. This phenomenon of disintegration typically arises in situations where there exists an imbalance or unresolved conflict among different societal factions, which may include but are not limited to ethnic, religious, political, or economic disputes. The consequences of disintegration can be profoundly detrimental, leading to the erosion of political stability and security within the state, undermining economic performance, and inflicting considerable damage upon the existing social order that has been established over time. As a nation grapples with the realities of disintegration, the collective society often experiences a profound loss of a shared sense of togetherness and solidarity, which in turn exacerbates tensions and conflicts between various groups, leading to an increase in divisions that can be very difficult to mend. Furthermore, disintegration can significantly impede developmental efforts, as resources that would otherwise be allocated towards progress and improvement are instead diverted to address the ongoing conflicts or instability that arise from such fragmentation. In the event that disintegration takes place, the repercussions can be catastrophic and exceedingly challenging to rectify. To begin with, disintegration may spark large-scale conflicts, which can manifest in either armed confrontations or social upheavals. These forms of conflict are often associated with the widespread destruction of vital infrastructure, the emergence of humanitarian crises, and tragically, the loss of countless lives. Additionally, disintegration has the potential to diminish a

nation's competitiveness on the international stage. A country that is divided or unstable will encounter significant obstacles in establishing fruitful international collaborations and attracting much-needed foreign investment, ultimately resulting in economic stagnation that can last for extended periods. Moreover, disintegration complicates the processes required for recovery and reconciliation among the factions at war. The arduous journey of rebuilding trust and fostering unity among previously conflicting groups demands considerable time, effort, and financial resources, which can be a daunting task.

In this context, multicultural education emerges as a pivotal element in mitigating the potential for disintegration among students, particularly in diverse and multicultural nations such as Indonesia, where a tapestry of cultures exists. Through the implementation of this educational approach, students are systematically taught to comprehend and appreciate the intricate differences that encompass ethnicity, religion, race, and culture within their immediate surroundings. The most significant positive outcome of multicultural education is the enhancement of awareness and comprehension of the rich diversity that characterizes society. When students gain insight into the fact that each cultural group possesses distinct values, beliefs, and ways of life, they are more likely to develop a sense of tolerance and respect towards these differences. Such an increased level of understanding among students serves to diminish the likelihood of conflicts that could otherwise escalate into disintegration. Overall, the implementation of multicultural education has the potential to exert a profoundly beneficial influence on the issue of disintegration, provided that it is executed in a comprehensive and sustainable manner. This educational initiative can empower students to evolve into individuals who not only recognize and take pride in the nation's multifaceted diversity but also actively commit themselves to the vital task of preserving unity amidst this diversity.

Implications of Multicultural Education in IPAS Increased Awareness of Diversity

The findings derived from the comprehensive interviews conducted with teacher informants revealed a significant trend in their pedagogical approach, illustrating that these educators frequently incorporate narratives and illustrative examples from a plethora of diverse cultures while teaching the subject matter encompassed within IPAS. One particular educator articulated, "In my teaching practice, I consistently endeavor to integrate stories from various indigenous tribes across Indonesia when addressing topics related to the environment. This approach not only enriches the learning experience but also facilitates students' comprehension of the fact that every cultural group possesses its own distinct methods of engaging with and relating to the natural world around them." Furthermore, the insights gathered from interviews with student informants highlighted that their personal experiences significantly contributed to fostering a sense of openness and a deeper appreciation for their peers who hail from different cultural backgrounds. A student reflected, "Through this learning experience, I discovered that my friends belonging to different tribes celebrate important occasions in remarkably fascinating ways that I had not previously

considered." Consequently, it is evident, following the thorough investigation conducted, that the implementation of multicultural education within the framework of IPAS learning has the potential to significantly enhance students' awareness and understanding of diversity, particularly among elementary school learners. This is further corroborated by the findings related to one student who demonstrated a newfound recognition of the various ethnic backgrounds of his classmates, as well as an understanding that there exists a rich diversity in the ways that significant milestones and events are celebrated across different cultures.

In alignment with these findings, it is noteworthy that they resonate with the perspectives articulated by Tarmizi in 2020, who posited that multicultural education embodies a conceptual framework or belief system that emphasizes the vital importance of comprehending and valuing the rich tapestry of diversity that exists within our society. Moreover, the outcomes of this research suggest that through the implementation of IPAS learning, educators are not only able to seamlessly and effectively integrate multicultural education into their curriculum but can also exert a profound influence on the enhancement of students' awareness regarding diversity. This heightened awareness among children, particularly those in elementary school, represents a pivotal initial step toward the prevention of societal disintegration, as such awareness cultivates an understanding among students that the world is not homogenous and that there are diverse perspectives and experiences that exist beyond their own immediate environment and personal inclinations.

Developing Tolerance and Empathy

When considering the findings that have been gathered and analyzed through a psychological lens, it is evident that there exist numerous factors that can contribute to an individual's diminished capacity for tolerance and empathy toward others in society. One significant factor that emerges from this examination is rooted in the educational domain, where issues can often be traced back to the foundational stages of education, beginning with early childhood education and extending all the way through to advanced levels of higher education. To address this pressing concern, there are several effective strategies that can be employed to cultivate and enhance both tolerance and empathy among individuals: one such approach is known as conformity tolerance, which refers to the type of tolerance that arises as a result of societal norms, standards, or codes of conduct that are established to govern and guide the attitudes and behaviors associated with tolerance within a given community.

Additionally, another critical aspect to consider is character-building tolerance, which is the form of tolerance that develops when an individual actively fosters a positive and constructive personality organization that functions cohesively and holistically within the broader context of their overall character and personality development.

Prevention of Conflict and Disintegration

Through the rich and invaluable experiences that have been generously shared by both dedicated educators and eager learners, it becomes increasingly apparent and undeniably clear that the thoughtful and strategic implementation of multicultural education within the comprehensive framework of IPAS, which stands for Intercultural and Peace Education, plays an incredibly significant role in effectively mitigating the potential for both interpersonal and societal conflicts that can arise in diverse environments. One particularly devoted teacher articulated with profound clarity that "By engaging in open and earnest discussions regarding a wide array of various social and cultural issues, students are afforded a unique opportunity to learn how to navigate and ultimately overcome their differences, which ultimately leads them to collaboratively discover effective and innovative solutions that can benefit their communities." The nation of Indonesia, with a deep-rooted commitment to inclusivity, wholeheartedly embraces the fundamental principles of multiculturalism, a fact that is vividly illustrated by the national motto which has been widely adopted and agreed upon by its citizens, namely, *Bhinneka Tunggal Ika*. This motto, which translates to "Unity in Diversity," serves not only as a powerful symbol of national identity but also as a driving force behind the collective behavior and societal norms of the Indonesian populace, and it can be harnessed as a profound source of strength, resilience, and unity for the nation as a whole.

Multiculturalism, as a comprehensive and multifaceted ideology, presents a viable and promising solution to the pressing challenges that are inherently associated with the erosion of national integration and the overall sense of nationalism that can arise within a country, particularly in response to the far-reaching consequences of global changes and conflicts that impact societies on multiple levels. Such challenges typically emerge when the mechanisms of authoritarian state control become relaxed, only to be tightened again in response to various pressures, a cyclical approach that does not appear to be the most effective remedy for fostering stability and cohesion. The Indonesian government is confronted with a global trend that increasingly favors democratic governance, which, while potentially beneficial for the populace, also poses the significant risk of excluding Indonesia from the broader currents of globalization that can enhance economic and cultural exchange. This exclusion could paradoxically lead to an even greater degree of openness to foreign influences, which, in the long run, carries the perilous risk of fragmenting the nation into smaller, less cohesive segments that may struggle to maintain a unified national identity. Consequently, a number of esteemed experts and scholars are advocating for the exploration of the most effective and sustainable alternative solutions aimed at preventing the nation from being ensnared in divisions and conflicts, and they are emphasizing the critical importance of multicultural education as a proactive and essential approach to fostering unity, understanding, and collaboration among diverse cultural groups across the Indonesian archipelago.

Promoting Diversity and Inclusivity

Through the comprehensive application of a diverse range of methodologies and strategic frameworks, the domain of multicultural education, particularly as it is manifested within the context of the Integrated Program for Academic Success (IPAS) learning initiative, has the potential to act as a profound catalyst that significantly advances the principles of diversity and inclusivity within the realm of elementary school environments. By cultivating an educational atmosphere that not only recognizes but also genuinely cherishes the intrinsic differences that exist among students, individuals not only gain access to vital academic knowledge that serves as a crucial foundation for their future educational endeavors, but they also cultivate essential social competencies that are absolutely critical for flourishing in an increasingly diverse and multicultural world. This particular educational model is fundamentally crucial in addressing the various risks associated with social fragmentation while simultaneously establishing the foundational elements necessary for the creation of a cohesive and respectful community where every individual, regardless of their background, feels genuinely valued and included in the broader social fabric.

It is of utmost significance for individuals, various societal groups, and institutions at large to wholeheartedly embrace and actively implement the core tenets of multiculturalism, thereby contributing to the ongoing development of a society that fully acknowledges, respects, and celebrates the rich tapestry of differences that exist among its members. By engaging in such efforts, we can collaboratively strive towards the realization of an inclusive, harmonious, and supportive world that effectively addresses and caters to the diverse needs of all communities, regardless of their cultural or ethnic origins. The endeavor to construct a truly multicultural society demands a profound level of introspection and self-assessment regarding our own attitudes, understandings, and actions as they pertain to the cultural differences we encounter in our daily lives. It is absolutely essential for us to engage proactively in cultural awareness and to confront any biases that we may inadvertently harbor, as this reflective process serves to illuminate our preconceived notions about specific cultural groups and their distinct experiences. Such critical self-reflection possesses the potential to significantly enrich our comprehension of various cultures, thereby enabling us to appreciate the profound significance of honoring the perspectives and cultural narratives of others. Our unwavering commitment to promoting inclusivity is fundamentally tied to our active involvement in the shared mission of constructing a truly inclusive society. This commitment necessitates that we routinely evaluate whether we are effectively fostering inclusivity within our social interactions, professional settings, or in the broader initiatives we undertake within our communities at large.

Strategies for Implementing Multicultural Education in IPAS

Integration of Multicultural Content in the IPAS Curriculum

One of the prominent strategies that has been identified within the scope of this comprehensive study for the effective implementation of multicultural education is the thoughtful and systematic integration of diverse multicultural content into the realms of

science and mathematics learning. In this context, one elementary school educator shared his personal endeavors to incorporate educational material that accurately reflects the rich tapestry of diversity that characterizes Indonesia, thereby enhancing the learning experience for his students. To illustrate this approach, when engaging students in lessons that intertwine concepts from science and mathematics with historical context, the teacher recounted a poignant narrative concerning the struggles faced by a specific tribe as they valiantly fought to preserve their unique identity and existence amidst the challenges of modernization. Additionally, this dedicated educator expressed his firm belief by stating, "I consistently underscore the critical significance of understanding historical events from a multitude of perspectives, as this enables students to truly appreciate the contributions and existence of all groups involved in the collective effort to forge a unified and harmonious nation." Through this multifaceted approach, the teacher not only enriches the curriculum but also fosters a deeper understanding among students regarding the importance of cultural diversity. Ultimately, the integration of such multicultural perspectives into the educational framework serves to cultivate an inclusive environment that recognizes and celebrates the varied contributions of all societal groups.

Penggunaan Metode Pembelajaran Aktif

The primary aim of executing this specific active learning strategy can unveil itself through a multitude of expressions, which may include collaborative group activities that foster teamwork, complex projects necessitating collective effort, or thought-provoking debates designed to ignite critical thinking skills among all participants involved. These vibrant and interactive activities create a conducive environment, allowing students to engage with one another in a thorough and significant way, significantly enriching their overall learning experience in the process. This observable phenomenon is especially prevalent in daily situations where, for instance, when students are faced with intriguing assignments or team-oriented projects, they frequently become deeply engrossed in the extensive interaction and dialogue with their fellow classmates. A particularly perceptive student once expressed, "During our collaborative group discussions that revolved around urgent social issues of our time, I genuinely experienced a profound sense of appreciation for my contributions, which made me feel valued, while I simultaneously absorbed a vast array of knowledge from my peers who brought forth a wealth of diverse backgrounds and distinctive life experiences."

Use of Diverse Media and Learning Resources

In order to effectively integrate the principles of multicultural education into the realm of learning, particularly within the domains of science and mathematics, it is essential to contemplate the implementation of a diverse array of learning media and educational resources. This assortment is not limited to but includes a comprehensive selection of educational materials such as videos, books, and scholarly articles that explore and illuminate various cultures, which are vital elements in the successful application of multicultural education within the framework of science and mathematics instruction in

elementary educational settings. Educators have the opportunity to utilize these rich learning resources to significantly enhance and deepen the overall educational experience for their students, thereby fostering a more inclusive and globally aware atmosphere in the classroom. One dedicated educator shared, "I frequently incorporate documentary videos that focus on the intricate details of community life and cultural practices. I believe that this approach serves as a valuable method to assist my students in gaining a direct and personal understanding of the diverse realities that exist within their immediate environment." This commitment to utilizing varied educational tools not only enriches the curriculum but also promotes a broader perspective among young learners, encouraging them to appreciate and respect the rich tapestry of cultures that shape our world. By embracing such strategies, teachers can cultivate a learning environment that not only values academic achievement but also fosters a profound appreciation for diversity and multiculturalism. Ultimately, the integration of these varied resources in the classroom serves to prepare students to navigate and thrive in an increasingly interconnected and multicultural society.

Community and Family Involvement

An additional strategic approach that has gained recognition and truly deserves comprehensive consideration involves the active engagement of a wide array of stakeholders who possess a significant and relevant connection to the subject matter currently under discussion. The procedural measures that can be deployed in relation to this particular strategy encompass educational institutions, such as schools, which should make it a priority to organize a series of frequent and dynamic events that not only actively involve parents but also engage members of the broader community, thereby facilitating a robust exchange of knowledge, insights, and personal experiences that are intricately tied to their various cultural backgrounds and unique traditions. Through the implementation of these thoughtful initiatives, not only can a much deeper understanding and appreciation of the rich tapestry of different cultures be effectively fostered, but also a much stronger and more cohesive sense of community can be cultivated, which ultimately serves to enrich the educational environment in a profound way for both students and their families alike. In conclusion, the commitment to involving stakeholders in this manner is not merely beneficial but essential for creating an inclusive educational atmosphere that values diversity and promotes mutual respect among all participants.

Evaluation and reflection

In addition to the four aforementioned strategies that must be taken into account during the execution of multicultural education within the context of IPAS learning, it is imperative to also incorporate the essential elements of evaluation and reflection into this process. This particular aspect is not merely an ancillary component, but rather a vital and integral part of effectively implementing multicultural education that fosters an inclusive educational environment. Educators have the opportunity to collaborate and engage in thoughtful reflection regarding their own educational experiences, as well as to explore the practical applications of multicultural values within their daily interactions

and pedagogical practices. One student articulated a profound realization by stating, "After my friends and I engaged in an in-depth exploration of diversity, I came to understand that both respect and the appreciation of diversity hold significant importance, leading me to a desire to forge friendships with individuals regardless of the variations and distinctions that exist within our diverse backgrounds." This statement encapsulates the transformative effects of multicultural education, illustrating how it can inspire students to embrace inclusivity and cultivate meaningful relationships with others. Thus, it is evident that the incorporation of evaluation and reflection alongside the previously mentioned strategies is crucial for nurturing an environment that underscores the significance of multicultural awareness and appreciation.

James Banks has articulated that multicultural education encompasses a variety of interconnected dimensions, which collectively contribute to a comprehensive understanding of this educational framework, namely:

First and foremost, Content Integration serves as a crucial aspect, as it reflects and thoughtfully incorporates an array of diverse cultures and groups to effectively illustrate essential concepts, the contemporary relevance of these ideas, and the various theories that underpin the subject matter being taught.

Secondly, the Knowledge Construction Process plays a pivotal role, as it involves meticulously guiding students to comprehend the intricate cultural implications that are embedded in the process of learning, thereby fostering a deeper awareness of how knowledge is constructed within different cultural contexts.

Thirdly, Equity Pedagogy emerges as a vital component, as it necessitates the thoughtful adjustment of teaching methods to align with the diverse learning styles of students, thereby facilitating greater academic achievement among those who come from various backgrounds and possess an array of differences or diversities.

Fourthly, Prejudice Reduction is an essential dimension that requires educators to identify and understand the distinctive traits or characteristics associated with the races of their students and to discern the most effective learning methods tailored to these differences. This dimension also encompasses the training of groups to actively engage in sports activities and to foster interactions among all staff and students, who may possess significant differences in terms of race, ethnicity, and other socio-cultural factors. (James A. Banks, 2000: 220-22)

Drawing from the aforementioned four dimensions that are intricately linked to the overarching strategy of multicultural education, one can conclude that an educational approach that weaves in multicultural education aims to enhance the self-awareness of each individual student regarding the values of diversity that are inherently present in the everyday local life of students. This self-awareness is regarded as a highly potent factor in cultivating a national perspective among learners, particularly at the elementary school level, while simultaneously reaffirming the integrity of the nation as a whole.

With the proactive incorporation of multicultural education into the curriculum, exemplified by the IPAS subject, which can be seamlessly connected and enriched through multicultural educational strategies, there are significant positive implications

for equipping students with the necessary tools to effectively navigate the myriad of challenges or issues they may encounter in their lives. In today's society, it has become increasingly common to hear reports of children facing discrimination or bullying, and even more alarming are the numerous instances that have garnered widespread attention, wherein educators have found themselves under legal scrutiny due to the alleged misuse of authority by parents against their students. These troubling occurrences have the potential to incite feelings of disintegration within the educational environment. Therefore, the integration of multicultural education within the IPAS learning framework, which commences at the elementary school level, holds immense importance as it serves as a proactive measure to prevent disintegration and divisions within the educational landscape, ensuring that future generations will emerge as unified leaders who are committed to upholding the integrity of the nation.

D. CONCLUSION

Based on the comprehensive analysis derived from the extensive research conducted through engaging and insightful interviews with both educators and students, it can be conclusively established that the implementation of multicultural education within the framework of Natural and Social Sciences (known as IPAS) at the elementary school level serves a crucial function in enhancing students' awareness and understanding of cultural diversity. Educators have effectively managed to weave multicultural education into their teaching methodologies by incorporating a diverse array of stories and examples drawn from various cultural backgrounds into the IPAS curriculum, thereby facilitating a deeper comprehension among students regarding the myriad differences in the perspectives and interactions exhibited by various ethnic groups in relation to their environments. This innovative pedagogical approach has significantly contributed to fostering a sense of openness and appreciation among students towards the cultural backgrounds of their peers, which consequently has played a pivotal role in cultivating attitudes characterized by tolerance and empathy towards the rich tapestry of diversity that exists in their surroundings.

The results obtained from the interviews indicate that students have experienced a marked increase in their awareness of cultural diversity, particularly in relation to the distinctive ways in which different ethnic groups celebrate a variety of holidays, as well as their ability to appreciate the multitude of traditions and cultural practices that flourish within their school community. These findings lend substantial support to Tarmizi's (2020) assertion, which underscores the critical significance of multicultural education in the endeavor to foster understanding and appreciation of diversity among young learners. The incorporation of multicultural education into the teaching of IPAS has demonstrated not only its effectiveness but also its accessibility for educators, resulting in a profoundly positive impact on the students' learning experiences. It is anticipated that this heightened awareness of cultural diversity will serve as a foundational step toward the prevention of social disintegration, as students who come to recognize and accept diversity as a normative aspect of society are expected to cultivate a greater appreciation for differences and engage in positive interactions with peers who come from various cultural backgrounds.

E. REFERENCE

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