



Multicultural Values in A Multiethnic Environment Elementary School

Rekno Handayani^{1*}, Ida Zulaeha², Farid Ahmadi³

^{1,2,3} Program Studi Pendidikan Dasar Pascasarjana Universitas Negeri Semarang, Semarang, Indonesia

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ABSTRAK

Salah satu permasalahan yang sering diabaikan dalam melaksanakan pendidikan ialah penguatan nilai-nilai multikultural yang ditanamkan pada diri siswa. Tujuan dari penelitian ini ialah untuk menganalisis lebih mendalam mengenai cara guru dalam mengimplemmentasikan nilai-nilai multikultural dan mengetahui apa saja faktor-faktor yang memengaruhinya. Penelitian ini menggunakan pendekatan deskriptif kualitatif. Metode yang digunakan dalam mengumpulkan data meliputi tiga bentuk yakni pengamatan, wawancara, dan dokumentasi. Informan dalam penelitian ini terdiri dari guru kelas VI dan tiga siswa yang terdiri dari siswa etnis Jawa, Tionghoa, dan Papua. Analisis data yang digunakan dalam penelitian ini meliputi koleksi data, reduksi data, penyajian data, dan kesimpulan. Hasil penelitian menunjukan cara yang digunakan oleh guru dalam implementasi nilai-nilai multikultural di kelas VI yakni mempersilahkan siswa berdoa sesuai keyakinan masing-masing, belajar secara berkelompok, penggunaan media, pengaturan tempat duduk heterogen, dan kegiatan kagamaan di luar kelas. Faktor yang memengaruhi implementasi nilai-nilai terdiri dari faktor pendorong dan faktor penghambat. Faktor pendorong meliputi kondisi masyarakat multikultural, komunikasi wali murid, keberagaman etnis dan budaya di kelas, dan sikap kebersamaan. Adapun faktor yang dapat menghambat yakni kebijakan penerapan pembelajaran jarak jauh.

ABSTRACT

One of the problems that is often overlooked in implementing education is the strengthening of multicultural values instilled in students. This study aims to analyze more about how teachers implement multicultural values and find out what factors influence them. This research use descriptive qualitative approach. The method used in collecting data includes three forms, namely observation, interviews, and documentation. The informants in this study consisted of a sixth-grade teacher and three students consisting of Javanese, Chinese, and Papuan ethnic students. Data analysis used in this study includes data collection, data reduction, data presentation, and conclusions. The results of the study show the methods used by teachers in implementing multicultural values in class VI, namely allowing students to pray according to their respective beliefs, study in groups, use media, heterogeneous seating arrangements, and religious activities outside the classroom. Factors that influence the implementation of values consist of driving factors and inhibiting factors. The driving factors include the condition of a multicultural society, parental communication, ethnic and cultural diversity in the classroom, and an attitude of togetherness. The factors that can hinder the policy of implementing distance learning.

1. INTRODUCTION

The implementation of education in elementary schools is carried out with the hope of forming the character of students from an early age (Kartikawati et al., 2019; Susianti, 2020). The formation of student attitudes is emphasized in the learning process and outside of learning. This requires the role of all parties to achieve success in shaping children's attitudes. Elementary school is a compulsory school for early childhood, so that elementary school becomes an important part in society (Handayani et al., 2021; Prasetyo et al., 2021). The teacher is one of the important factors in the formation of children's attitudes after their parents in the family environment. An educator is emphasized to be able to improve one's abilities through the development of learning materials (Zulaeha, 2013; Zulaeha et al., 2021). In the school environment, the teacher becomes a companion who has the main task of carrying out classroom learning and teaching good character to students, so that here the role of the teacher in the school environment, especially in the elementary school environment, has a fairly important role. schools will play a role in the formation of student character, especially in elementary school (Handayani et al., 2021; Kartikawati et al., 2019).

*Corresponding author.

E-mail addresses: rekno676@gmail.com (Rekno Handayani)

Each environment in elementary schools will have their own characteristics, both from the learning environment, students, and also the community. One of the things that can affect the characteristics of the learning environment in elementary schools is the culture of the community. The condition of the community has a strong influence on the implementation of education in elementary schools, because the character of students will tend to follow the culture that exists in the community. One society that has different characteristics is a multicultural society. A multicultural society is a condition of society consisting of different ethnicities, tribes, and cultures, but still upholds the value of harmony. Multiculturalism includes attitudes, perspectives, and also ideas by a society that has cultural, ethnic, and religious pluralism that has the same goals of society in an effort to maintain unity and harmony between differences (Arsal, 2019; Suryawan & Danial, 2016; Zulaeha, 2013). The condition of the community is intended to have an influence on the learning environment in schools, especially in elementary schools. A teacher has an important role to instill values related to cultural diversity and tolerance (Kartikawati et al., 2019; Sudira & Wiyasa, 2020).

A multiethnic school environment is a school condition that has ethnic diversity, both students and teachers. The implementation of learning in a multiethnic school environment is expected to provide reinforcement in the form of multicultural values to students such as religious, tolerance, mutual cooperation, and tolerance. Multicultural values are more optimally instilled in early childhood (Diana et al., 2020; Fedynich, L., & Garza, 2015). This is important to be applied in the learning process and activities outside of learning. Accordingly, it is necessary to implement multicultural values in the learning process, the role of the implementation will familiarize students with tolerance and mutual respect. Considering the importance of character education, schools are expected to be able to facilitate students in developing good character (Ahmadi et al., 2021; Palunga, R., 2017). Problems that often occur in the educational environment, especially in elementary schools, are cases of violence that occur between peers in class. This problem occurs almost every year such as the problem of bullying. These problems if not managed properly will be detrimental to students, especially in a multi-ethnic school environment. Where students who consist of diversity need a strong awareness to get along and respect each other. Multienic schools will have the responsibility to implement multicultural values (Awang et al., 2018; Ranny et al., 2019). This is where the importance of classroom management and learning management that must be applied by teachers in implementing multicultural values. Teachers are parents of students in the school environment, so teachers play a role in shaping student attitudes (Cahyaningrum et al., 2017; Palunga, R., 2017). The implementation of multicultural values is one solution to provide understanding to be able to strengthen unity in the midst of differences. Diversity in the classroom must be maintained properly because it is one of the plus values that must be maintained.

Based on the results of observations carried out in Welahan Village, precisely at SDN 4 Welahan Jepara, the school is a multiethnic school because the students consist of several ethnicities and cultures. This is influenced by the condition of the people in Welahan Village, where the Village consists of several ethnicities and cultures namely (Javanese, Chinese, and Papuan) so that it can be said to be a multicultural society. The condition of the multicultural community in Welahan Village has a strong influence on the surrounding educational environment, especially at SDN 4 Welahan Jepara. Based on information from the class teacher that SDN 4 Welahan consists of ethnic Javanese, Chinese, and Papuans. The diversity that exists at SDN 4 Welahan Jepara has its own uniqueness because schools must be able to carry out education in different situations from schools in general. In accordance with the results of these observations, researchers are interested in conducting research related to the implementation of multicultural values in the learning process in class VI SDN 4 Welahan Jepara. The reason for choosing the research location is because class VI SDN 4 Welahan is one of the schools consisting of several ethnic groups namely Javanese, Chinese, and Papuans, so it is appropriate to describe the conditions of diversity that exist in schools.

In accordance with the findings of previous research, related to the implementation of multicultural values carried out at SMAN 1 Surakarta, that the results of the study show that the implementation of multicultural values in history learning can run optimally (Perdana et al., 2018). Teachers have a major role in implementing multicultural values in the learning process. Several ways can be applied by teachers in providing understanding of multicultural values to students. However, the main method used by teachers is to apply cooperative learning models, group work, and presentations. The application of these habits, the teacher is able to see the positive attitude shown by students in accordance with multicultural values. Multicultural education has become one of the components of learning to meet the conditions of a diverse society (Freire & Valdez, 2021). School conditions consisting of ethnic and cultural diversity require the role of teachers in carrying out learning, especially with regard to the implementation of multicultural values in the learning process. In a country that has cultural diversity, it will require awareness of multicultural values in society (Ruales et al., 2020). Teachers have a position to instill values related to multiculturalism in the school environment, besides that teachers should be able to be examples for their students (Yilmaz, 2016). The implementation of multicultural values in multiethnic schools is one of the efforts that can be

applied by teachers in carrying out learning. This is nothing but an effort to create a harmonious and harmonious situation, so that teachers are expected to have a role in the implementation of multicultural values. Multiculturalism in schools occurs in multicultural learning applied by teachers and there is good social interaction in schools (Aeni & Astuti, 2020). Of course, in implementing the implementation of these multicultural values, teachers have their own way. The methods used by teachers in implementing multicultural values will be a determinant of the success of the learning objectives to be achieved.

In addition, there are also factors that influence the implementation of multicultural values implemented by teachers. both driving and inhibiting factors. The condition of a multicultural school, of course, in carrying out learning must be carried out by taking into account the needs of the class. The intended class needs are where the classroom environment is emphasized to be able to strengthen tolerance, harmony, and mutual respect, so that relationships that occur in schools can run in harmony. In accordance with the topics that have been described, the purpose of this study is to find out how teachers implement multicultural values in grade VI and to know the factors that influence the implementation of multicultural values at SDN 4 Welahan Jepara. The purpose of this research is important to carry out because it can provide an overview for all parties how the implementation of multicultural values implemented at SDN 4 Welahan Jepara can be used as a guide for other schools to be used as guidelines. In addition, the implementation of multicultural values will provide benefits to the community because students have been accustomed from an early age to live in harmony, tolerance, and mutual respect in a multicultural society.

2. METHOD

This research was conducted in class VI SDN 4 Welahan Jepara in Welahan Village, Jepara Regency. The approach used in conducting the research is descriptive qualitative (Sugiyono, 2014). The methods used in collecting data include observation, interviews, and documentation. The informants involved in the research consisted of a sixth-grade teacher and three students (ethnic Javanese, Chinese, and Papuan). The selection of informants was based on the aim of being able to represent all ethnicities and cultures in SDN 4 Welahan Jepara. Data analysis in this study uses the Milles Huberman model which consists of data collection, data reduction, data presentation, and conclusions. The data were analyzed according to the existing stages so that the research results could be presented interactively and deeply. In addition, the researcher tries to reveal what the research objectives are to be presented objectively.

3. RESULT AND DISCUSSION

Result

Based on research conducted in Welahan Village, Jepara Regency, precisely at SDN 4 Welahan Jepara, the people in the village have ethnic and cultural diversity, namely Javanese, Chinese, and Papuans. This is closely related to the characteristics of the learning environment at SDN 4 Welahan Jepara which also consists of ethnic and cultural diversity, namely Javanese, Chinese, and Papuans. SDN 4 Welahan Jepara is included in the category of a multi-ethnic school, because the students' backgrounds are of various ethnicities. based on the implementation of research conducted in class VI SDN 4 Welahan Jepara that classroom teachers have implemented the implementation of multicultural values both in the learning process and outside of learning. The implementation of multicultural values is carried out in class VI, where students consist of Javanese, Chinese, and Papuan ethnicities, so this is the reason for class teachers to uphold unity in the classroom. In accordance with the results of the research, classroom teachers in implementing multicultural values use several forms of methods. The method used by the teacher in the implementation in class VI is to invite students to pray according to their respective beliefs, study in groups, use media, heterogeneous seating arrangements, and religious activities outside the classroom. some of these methods are applied by the teacher and can play a positive role in the harmonious learning situation in class VI. These methods are certainly in accordance with the characteristics of the multiethnic school environment in class VI SDN 4 Welahan Jepara. The method used by teachers in implementing multicultural values is considered to be able to provide students' understanding to be able to respect and tolerate each other. The discussion in more detail is as follows. This finding is in accordance with previous study that multiculturalism must ignore economic problems, racial differences, and social inequality so that equality can occur (Lee et al., 2020).

Teacher's Ways in Implementing Multicultural Values in Class VI SDN 4 Welahan Jepara

Based on the results of research that has been carried out that there are several ways used by class VI teachers in implementing multicultural values at SDN 4 Welahan Jepara. Some of the methods used by

the teacher are inviting students to pray according to their respective beliefs, studying in groups, using media, heterogeneous seating arrangements, and religious activities outside the classroom.

Let's Pray According to Student Beliefs

The first method used by teachers in implementing multicultural values in grade VI SDN 4 Welahan Jepara is by inviting students to pray according to their respective beliefs. The sixth-grade students of SDN 4 Welahan Jepara, which consists of Javanese, Chinese and Papuan ethnicities, certainly have a way of praying according to their beliefs. Here the teacher provides a complete opportunity for students to be able to pray according to their beliefs. Prayer activities are carried out at the beginning of learning and at the end of learning. The prayer activity is a form of embodiment of strengthening religious values and the value of tolerance instilled in grade VI students of SDN 4 Welahan Jepara. In addition, wheeled activities at the beginning of learning and at the end of learning are applied with the hope of providing reinforcement of religious attitudes to students. This certainly shows that the teacher has multicultural awareness. Multicultural awareness is very important for teachers to shape the positive character of students (Cherng & Davis, 2019). Through strengthening religious attitudes that are instilled from an early age, students will be able to have good character in accordance with religious teachings. The prayer activity here illustrates that in the multicultural situation in grade VI, teachers and students are still able to strengthen harmony in the classroom. This indicates the success of the implementation of multicultural values that are instilled in students, so that here it is hoped that it can be maintained properly. A teacher needs to develop a cultural approach to develop multicultural learning in the classroom (Arsal, 2019).

Application of Group Learning

The second method used by teachers in implementing multicultural values is the application of group learning. The application of group learning is applied by the teacher with the hope that students can get used to cooperation, tolerance, mutual respect, and responsibility. Group activities are one of the methods used by teachers. Of course, with the application of group learning, students are accustomed to cooperation and mutual respect between friends. Here students are accustomed to mutual respect between friends regardless of ethnic and cultural differences in the class. The application of group learning will familiarize students with collaboration among other students. This is in accordance with the findings that the strategy applied in implementing multicultural values at SMAN 3 Surakarta is through group learning with a cooperative learning approach (Perdana et al., 2018). In addition, the application of group learning is a form of harmony and harmony in the learning environment in class VI. This is considered by the teacher to be one way to realize student attitudes that are in accordance with multicultural values. Multicultural learning strategies are emphasized to be able to develop a curriculum that integrates values (Efendi & Lien, 2021). The application of group learning is in accordance with the learning methods applied in the 2013 curriculum. The application of group learning has a positive role for students, especially for a means of habituation of attitudes that are in accordance with multicultural values, so that it can be applied properly, especially in a class situation consisting of ethnic diversity as in SDN 4 Welahan Jepara.

Use of Learning Media

The next method used by teachers in implementing multicultural values is the use of learning media. Learning media, especially media that have the characteristics of multicultural values, can be used as one of the methods used to implement multicultural values. A teacher will need additional training to develop multicultural competence (Dameron et al., 2020). Teachers in carrying out learning often use media as one of the methods used in implementing multicultural values. The media that is often used by teachers is video learning media, documentary films of the struggle for independence. This finding is reinforced by previous study that animation media is one of the methods used by teachers in implementing multicultural values at Poso High School (Malla et al., 2021). One of the videos that is often used by classroom teachers is the video of Bung Tomo, a hero from Surabaya. The media contained a video of Bung Tomo's speech which contained the resistance of young people from all ethnicities and cultures in Indonesia to fight against colonial aggression. From the video showing, students were asked to understand how the spirit of the heroes was in uniting the Indonesian nation against the invaders. Of course, the content of the speech will be used as a medium to strengthen unity and love for the homeland. This is in accordance with multicultural values, so that one of the methods used by teachers in implementing multicultural values is the use of student learning media. Based on the information given by the teacher, the use of multicultural-based media is one of the right ways to instill an attitude of love for the homeland to students, so here learning media is said to be one way that can be used to instill multicultural values in students. Teaching materials have a role in the success of student learning (Wijayanti & Zulaeha, 2015).

Heterogeneous Seating Management

The fourth method used by teachers in implementing the implementation of multicultural values is by applying heterogeneous seating arrangements. This means that students in grade VI SDN 4 Welahan Jepara are made up of ethnic and cultural diversity, namely Javanese, Chinese, and Papuans. In accordance with these conditions, classroom management is needed in accordance with multicultural values, such as democracy and tolerance. The teacher carries out heterogeneous seating arrangements on the grounds that students can make friends without choosing and do not question ethnicity and culture in class. Heterogeneous seating management is one way to familiarize students so that students can blend in. One of the habits in the multicultural education effort at MIN Paju Ponorogo is through heterogeneous seating rotation (Wahyudi, 2021). Management of student seats is one of the right ways, because here, both Javanese, Chinese and Papuan ethnic students do not sit in separate positions. However, in the learning process students can mingle, cooperate, and respect each other. Heterogeneous seating arrangements are one manifestation of the application of the values of tolerance, democracy, mutual respect, and mutual respect. Here describes a harmonious and harmonious class situation. In accordance with these findings, the method used by teachers in grade VI can be used as one of the guidelines in an effort to instill multicultural values in a multi-ethnic school environment.

Religious Activities Outside Class

The fifth way in implementing multicultural values applied by teachers is by carrying out religious activities outside the classroom. SDN 4 Welahan Jepara which consists of several ethnicities and cultures has a diversity of beliefs so that this is used as one of the ways used by teachers in implementing the implementation of multicultural values outside of learning. The intended activities include the Maulid Nabi, Isra Miraj, donations for orphans (Javanese ethnicity), and Natalan (Chinese and Papuan ethnicities). These religious activities can run without any disputes. From these religious activities, it becomes a form of embodiment of religious values, tolerance, and mutual respect. The research findings are reinforced by previous that the results of research at SMA 1 Tosari create an atmosphere of harmony in the school environment beginning with religious activities both Hinduism, Islam, and Christianity (Anan, 2020). Religious activities can be carried out properly without any problems. Students can participate in these religious activities regardless of their ethnic and cultural background. In accordance with the findings of the study that one way to strengthen student harmony in a multiethnic school environment is by carrying out religious activities. Of course, this is one of the activities that supports the implementation of multicultural values and is expected to be maintained as an effort to strengthen tolerance in students.

Factors Influencing the Implementation of Multicultural Values in Class VI SDN 4 Welahan Jepara

Based on the results of research that has been carried out in class VI SDN 4 Welahan Jepara that teachers have implemented multicultural values well. The implementation of multicultural values is carried out in several ways that are applied according to what has been described. In accordance with the results of interviews with classroom teachers that in the implementation of multicultural values there are factors that can influence. As for the factors that influence the implementation of multicultural values in class VI, there are encouraging and inhibiting factors. These factors certainly influence directly or indirectly on the implementation of multicultural values implemented in the thematic learning process in class VI. In accordance with the research findings, there are factors driving the implementation of multicultural values. Factors that can encourage include the condition of a multicultural society, parental communication, ethnic and cultural diversity in the classroom, and the attitude of togetherness of students. Some of these factors can be a reason for teachers to implement multicultural values well. The teacher certainly adjusts the needs of the class where the class consists of ethnic and cultural diversity in the class, so that here requires the role of implementing multicultural values. Furthermore, there are also factors that can hinder the implementation of multicultural values. The factors that can hinder the implementation of multicultural values are the policy of implementing distance learning. The application of distance learning is considered by the teacher to be able to hinder the implementation of multicultural values because access to learning cannot be carried out directly in the school environment.

Driving factor

Condition of Multicultural Society

The condition of a multicultural society is a situation where society consists of ethnic, ethnic, and cultural diversity in a particular society. A multicultural society will have ethnic and cultural diversity (Arif, 2018). The existence of a multicultural society is one of the factors that can influence the implementation of multicultural values. Based on the results of research found in Welahan Village, Jepara Regency, that the village consists of several ethnicities and cultures, namely Javanese, Chinese, and Papuans. This is one of the

factors that became the reason for SDN 4 Welahan Jepara to implement the implementation of multicultural values. The situation of diversity that exists in the community will affect the characteristics of children, here students are instilled from an early age to be able to understand multicultural values such as tolerance, mutual respect, and mutual cooperation. In a multicultural society situation it is necessary to strengthen harmony, mutual cooperation, tolerance, and democracy (Noe & Umar, 2020). The class teacher considered that the sixth-grade students of SDN 4 Welahan Jepara needed the role of implementing multicultural values. This will provide good benefits for the formation of student attitudes. Of course, the implementation of multicultural values will be used as a guide and provision for students to socialize in a multicultural society wisely, so that this becomes one of the factors that encourage the implementation of multicultural values implementation in the learning process in class VI SDN 4 Welahan Jepara.

Guardian Communication

The second factor that is one of the driving forces for the implementation of multicultural values in the learning process is good communication with the guardians of students. Understanding multicultural values is important so that a person can socialize well (Zulaeha, 2013). Good communication with parents has a positive impact on the implementation of multicultural values in grade VI SDN 4 Welahan Jepara. The existence of harmonious communication between teachers and guardians of students can provide a good role. The existence of this communication class teacher can find out the learning situation faced by students in the home environment. In addition, the teacher also knows the problems faced by students. Here parents and teachers often talk about the progress and problems faced by students. Communication that is well established between teachers and guardians of students has never been a problem with diverse ethnic and cultural backgrounds. Inculcating good multicultural values can be through the role of parents (Susianti, 2020). Parents or guardians of students who are made up of different ethnicities and cultures have become a new nuance to the relationship between parents and teachers. In accordance with these findings, one of the factors that can encourage the implementation of multicultural values in grade VI SDN 4 Welahan Jepara is harmony between parents and teachers.

Ethnic and Cultural Diversity in Class

The diversity in the classroom is one of the factors that can influence the implementation of multicultural values in the learning process in grade VI. The sixth-grade students of SDN 4 Welahan Jepara, which consists of ethnic and cultural diversity, are one of the driving forces for the implementation of multicultural values. The multi-ethnic school situation is a driving factor in the implementation of multicultural values, especially in grade VI. The diversity that exists in class VI becomes a different nuance in the learning process. Teachers here have a duty, namely to uphold the values of tolerance and also unity, because in various situations, mutual awareness is needed, both students and teachers. The existence of racial and ethnic diversity in schools, a teacher must be provided with good provisions for teaching practices according to their culture (Malone & Ishmail, 2020). This is in accordance with opinion that teachers who carry out multicultural education will have a more positive experience (Fedynich, L., & Garza, 2015). Diversity in the classroom is a challenge for teachers in carrying out the learning process. In the implementation of education in Indonesia, it cannot be separated from the urgency of multicultural values (Alfulaila et al., 2019). The learning process carried out in diverse classes is expected to be integrated with existing multicultural values. Multicultural learning will accept, appreciate, respect cultural diversity (Shen, 2019). The role of implementing multicultural values is very important for the formation of student character, so that here in the implementation of learning the teacher does not only emphasize students' cognitive abilities, but formation becomes the main capital for students to socialize in a multicultural society. In accordance with these findings, one of the strong factors that can influence the implementation of multicultural values is the condition of ethnic and cultural diversity in the classroom.

Togetherness

The next supporting factor is the attitude of togetherness among students in the class. The attitude of togetherness in the classroom is one of the factors that has a strong influence on the implementation of multicultural values implementation. Students who have been accustomed to being able to tolerate and respect each other since grade I have a good attitude of togetherness. The attitude of mutual assistance and cooperation is very visible in learning activities and outside of student learning in class VI. Of course this has an impact on the existing harmony. Students are not picky about friends and can mix well even though they have different backgrounds. The situation of togetherness that exists in class VI is one manifestation of multicultural values that have been applied in the socialization process in the school environment. Of course, this is expected to be maintained properly. In addition, the attitude of togetherness is also a driving force for the implementation of multicultural values in class VI SDN 4 Welahan Jepara.

Obstacle factor

In accordance with the research findings that there are various driving factors in the implementation of multicultural values in grade VI. In addition to the driving factors, there are also factors that can hinder the implementation of multicultural values in class VI. Based on the research results, the factors that can hinder implementation at SDN 4 Welahan Jepara are the policy of implementing distance learning during the pandemic. Of course, the application of distance learning is one of the things that can hinder the implementation of multicultural values in the classroom. This is because the access of teachers is quite difficult to implement the remote pattern. The existence of long-distance application is one of the influencing factors, namely the tendency to inhibit the implementation of multicultural values that are applied in class VI. In line with the findings of One of the negative impacts of distance learning is that teachers have difficulty accessing learning (Purwanto et al., 2020). In accordance with these findings, teachers tend to have difficulty in accessing students. In addition, students who study at home for too long have an impact on student boredom and low student understanding of the learning material being studied, so that here it becomes a challenge for teachers to find solutions for implementing multicultural values that are carried out remotely. Based on the research findings that have been described, the results of this study are expected to provide benefits for all parties to be able to uphold attitudes that are in accordance with multicultural values, especially in situations of diversity that exist in the community.

Discussion

The implementation of multicultural values in the educational environment is a shared responsibility in an effort to create a situation of togetherness. The implementation is expected to be instilled in students from an early age or at elementary school age. Elementary school education, which is basically a second learning environment after the family, will play an important role in the child's development stage. Strengthening values related to multicultural conditions can create a harmonious situation in society (Wahyuningrum et al., 2018). This is where the role of implementing multicultural values is expected to be a medium to shape student character. The implementation of multicultural values aims to provide understanding and teach students to have manners that are in accordance with the points of multicultural values. The intended multicultural values are religious values, tolerance values, mutual cooperation values, democratic values, mutual respect, mutual respect, patriotism, national spirit, tolerance, and empathy values. Some of these values are expected to be instilled in students so that students are able to uphold harmony and unity in everyday life. Indonesia is a country rich in diversity, these various cultures should be preserved (Karsono et al., 2021).

Strengthening multicultural values will be very beneficial for the situation of diversity that exists in the community. Some areas in Indonesia, of course, not all community groups are homogeneous. However, the advantage that the Indonesian nation has is that its society consists of ethnic, tribal, customary, and cultural diversity. This is where the role of implementing multicultural values will become a guide for someone to be able to uphold unity in diverse situations. A multicultural society is a foundation for creating harmonious community members (Awang et al., 2018). Multicultural-based contextual learning can develop students' abilities (Sudira & Wiyasa, 2020). Communities consisting of various ethnicities and cultures such as Javanese, Chinese, Arabic, Dayak, and Papuan are spread across various regions in Indonesia. Of course, this diversity is a local wisdom that must be maintained wisely. One of the efforts that can be applied to maintain harmony is through the implementation of multicultural values that are carried out from an early age in the elementary education environment. Education also aims to shape the personality of future generations according to the character of the nation (Handayani et al., 2020). The educational environment in elementary schools is one of the most appropriate means to instill in students about religious attitudes, tolerance, and harmony. Early habituation will provide a good role for students, so that in the family, school, and community environment students will be able to socialize well. One of the media for character education based on multiculturalism is through learning activities in the classroom (Rinjani, 2017). This is necessary to be instilled in students, especially in areas that have the characteristics of ethnic and cultural diversity. Innovative teachers can familiarize students heterogeneously to preserve the environment and culture (Zulaeha et al., 2018).

4. CONCLUSION

Method used by teachers in implementing multicultural values in class VI is to allow students to pray according to their respective beliefs, study in groups, use media, heterogeneous seating arrangements, and religious activities in the classroom. outside class. The factors that can affect implementation in class VI consist of encouraging and inhibiting factors. The driving factors include the condition of a multicultural society, parental communication, ethnic and cultural diversity in the classroom, and an attitude of

togetherness. The factors that can hinder the policy of implementing distance learning. Based on the findings that have been described, this research is expected to provide benefits for all parties to be able to implement the implementation of multicultural values, especially in situations of existing diversity such as in the Welahan Village area of Jepara.

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