

INTEGRATIVE THEMATIC LEARNING MODEL BASED ON MULTICULTURAL VALUES AT TAMAN HARAPAN PRIMARY SCHOOL, MALANG CITY

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Abstract

The development of attitudes of intolerance and antipathy due to differences in religion, culture, language, and ethnicity is a common problem faced by plural societies, including Indonesia. Education that upholds the values of diversity, justice, and equality is the required educational model. Multicultural education through the values contained therein becomes the main material to be internalized by students as a systemic effort in school education to educate the value of cultural diversity amidst the erosion of values of respect for diversity in society. This study discusses an overview of an integrative thematic learning model based on multicultural values at Taman Harapan Elementary School, Malang City. Qualitative research approach with case study type. Data collection techniques use participant observation; in-depth interviews and also documentation as support. Data analysis through stages of condensation, data presentation, and concluding/verification according to the Milles-Huberman model. Based on this process, the results of this research show that the integrative thematic learning model based on multicultural values at Taman Harapan Elementary School is built from 1) Input that requires multicultural values; starting from students, teachers, curriculum, and infrastructure used. Inp management This ut is a manifestation of the institution's commitment to providing multicultural education. 2) The learning process is based on multicultural values including; planning, and implementation with various strategies, methods, media, and learning materials that contain multicultural values, and authentic assessment. As well as habituation to multicultural social interactions; and an academic atmosphere that respects cultural diversity. 3) Output learning outcomes that can shape students' multicultural knowledge, attitudes, and skills.

Keywords: model, integrative thematic, multicultural values

INTRODUCTION

Diversity in schools cannot be avoided. Students with their uniqueness and encounters with various cultures also color the diversity of the school community. Physiologically, students have differences, such as; gender, skin color, body size or build, and even hair shape. Apart from physiological differences, students also have different levels of ability (intelligence), potential,

hobbies, and developmental tasks as well as intelligence that are different from each other.¹ This cannot be denied because student diversity is a reality of diversity that cannot be homogenized. The diversity of student backgrounds, such as differences in parents' economic levels, social status, parents' jobs, ethnicity, language, and even religion also has the potential to cause differences in students' attitudes toward dealing with diversity at school.² In response to this, education to foster multicultural attitudes is important, because multicultural attitudes can mediate differences in students' attitudes and behavior.³

The implementation of the 2013 curriculum as stated in Permendikbud number 81A has had an impact on changes to the learning system in all educational institutions in Indonesia. At the elementary school level (SD/MI), the implementation of learning is required to apply a learning approach with an integrated-thematic approach except for religious education subjects as stated in Permendikbud number 57 of 2014. On the other hand, the thematic integrative education policy at the elementary school level is experiencing problems both from aspects of students, teachers, facilities, and learning processes.⁴ There are still obstacles to the impact of changes in students' knowledge, attitudes, and skills that should be formed. Such as lack of respect, bullying, and students' lack of understanding in understanding the practice of Pancasila values which are targets for attitude formation.⁵ A common form of bullying in schools is verbal harassment, in the form of teasing, teasing, or teasing by calling bad names.⁶ Apart from that, a lack of understanding of diversity among students also triggers intolerant behavior.⁷ Teacher problems in implementing integrative thematic learning are also limited to teaching styles with a teacher-centered approach.⁸ Thematic learning in elementary schools is oriented towards children's development needs and active involvement of students both cognitively and skills in the learning process with the principle of "learning while playing and learning by doing".⁹ The learning process refers to a scientific approach, namely exploring information, through observation, asking questions, processing information, and communicating.¹⁰ Through learning that is based on multicultural values, it is hoped that integrative thematic learning will be more respectful of both individual and group differences, so that it can provide understanding and build children's attitudes that are more

¹ trj. Ary Nilandari De Porter, Bobby, *Quantum Teaching (Orchestrating Student Successes)*. Terjemah *Quantum Teaching (Mempraktekkan Quantum Learning Di Ruang-Ruang Kelas)* (Bandung: Kaifa, 2010).

² Gafur Mustafida, Fita, Abd, *Strategi Pengelolaan Kelas (Teori Dan Praktek Menciptakan Lingkungan Kelas Multikultural)* (Malang: UIN-Malang Press, 2019).

³ Snežana Stupar et al., "Multicultural Attitudes Mediate the Relation between Personality and Perceived Ethnic Outgroup Distance in the Netherlands," *International Journal of Intercultural Relations* 38, no. 1 (2014).

⁴ vitalis Tarsan Berenika Ansari Ilan, Ismail Nasar, "PROBLEMATIKA IMPLEMENTASI KURIKULUM 2013 PADA PEMBELAJARAN TEMATIK INTEGRATIF DI KELAS RENDAH," (*JIPD*) *Jurnal Inovasi Pendidikan Dasar* 6, no. 2 (2022), <https://unikastpaulus.ac.id/jurnal/index.php/jipd/article/view/1437/678>.

⁵ Adikara Prabowo, "Pendidikan Multikultural Sebagai Wahana Pembentukan Sikap Toleransi Mahasiswa," *Jurnal Kewarganegaraan* 1, no. 1 (2017): 12–18.

⁶ Bety Agustina Rahayu and Iman Permana, "Bullying Di Sekolah : Kurangnya Empati Pelaku Bullying Dan Pencegahan," *Jurnal Keperawatan Jiwa* 7, no. 3 (2019).

⁷ Subhan Hi. Ali Dodego and Doli Witro, "The Islamic Moderation And The Prevention Of Radicalism And Religious Extremism In Indonesia," *Dialog* 43, no. 2 (2020).

⁸ Umil Muhsinin, Kholid Musyaddad, and Fauzan Azim, "IMPLEMENTASI PEMBELAJARAN TEMATIK INTEGRATIF BERBASIS KARAKTER DI SDIT KOTA JAMBI," *Al-Tadzkiyyah: Jurnal Pendidikan Islam* 10, no. 1 (2019).

⁹ Hilda Karli, "Penerapan Pembelajaran Tematik SD Di Indonesia," *EduHumaniora | Jurnal Pendidikan Dasar Kampus Cibiru* 2, no. 1 (2016).

¹⁰ Muhsinin, Musyaddad, and Azim, "IMPLEMENTASI PEMBELAJARAN TEMATIK INTEGRATIF BERBASIS KARAKTER DI SDIT KOTA JAMBI."

respectful of differences, as in the 2013 curriculum which departs from Indonesian culture which is full of multicultural values. Such as cooperation, cooperation, tolerance, tepo seliro, or tolerance from a long time ago. This is what many sociologists and cultural anthropologists like Hefner say, who emphasize that Indonesia is the "classical locus" where the best multicultural practices are.¹¹

Multicultural values are the main material in efforts to integrate multicultural education in schools. Multicultural values as stated by Baidhaway state that the values of multicultural education have several characteristics including learning to live with differences, mutual trust, mutual understanding, mutual respect, open thinking, appreciation and interdependence, conflict resolution, and non-violent reconciliation.¹² Meanwhile, Tholhah Hasan said that multicultural values in the Islamic context can be taken from the roots of inclusive character values which encourage the realization of a multiculturalist culture in society or the nation, including *at-ta'aruf*, *at-tawasuth*, *at-tasamuh*, *at-taawun*, and *at-tawazun*.¹³

The integration of multicultural values in thematic learning is based on an educational philosophy rooted in national culture.¹⁴ This reality is as much as possible a basis for teachers in analyzing the need to implement learning activities in the classroom that can accommodate the cultural diversity of students. As is the principle of implementing national education as stated in the National Education System Law Number 20 of 2003, Chapter III Article 4. Namely providing democratic and fair educational services.¹⁵

At Taman Harapan Elementary School, Malang City, multiculturalism is introduced through various activity programs. Among others; the learning process is an effort to build awareness of cultural diversity. Through policies and learning systems developed by schools, it is hoped that they will be able to provide a solution to the erosion of values of respect for diversity in society. As Hasan (2016) states multicultural education is a means of internalizing and characterizing multicultural attitudes for students to encourage inclusive and accepting attitudes and view differences as equal or equal forms.¹⁶ This statement is proven by the school's mission to provide a fair and tolerant education. Apart from that, SD Taman Harapan also facilitates education in six religions, namely Islam, Christianity, Catholicism, Hinduism, Buddhism, and Confucianism (according to the students' beliefs with professional teachers in their fields).¹⁷ This data is strengthened by documentation data of 222 students in the 2020-2021 academic year. Has students who embrace 6 different religions. In a multi-ethnic-religious school culture, multicultural values need to be developed to foster mutual respect among school members. The learning process in the classroom which is based on multicultural values is a characteristic of Taman Harpan Elementary School with its unique input from multi-ethnic and religious students. This implements multicultural value-based learning more naturally, especially in instilling the value of respect for diversity.

¹¹ Gina Lestari, "BHINNEKHA TUNGGAL IKA: KHASANAH MULTIKULTURAL INDONESIA DI TENGAH KEHIDUPAN SARA," *Jurnal Pendidikan Pancasila dan Kewarganegaraan* 28 Nomor 1 (2015): 31–37.

¹² Zakiyuddin Baidhaway, *Pendidikan Agama Berwawasan Multikultural* (Jakarta: Erlangga, 2005).

¹³ Hasan, M. Tholhaha, *Pendidikan Multikultural (Sebagai Opsi Penanggulangan Radikalisme)*, ed. Abdul (ed) Wahid (Malang: UNISMA, 2016).

¹⁴ Iba Muhibba dan Lubna Assagaf, *Kewajiban Dan Hakku: Buku Tematik Terpadu Kurikulum 2013 Untuk SD/MI Kelas III* (Jakarta: Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud., 2018).

¹⁵ Muhamad Thoif, "ANALISIS KEBIJAKAN UU NO. 20 TAHUN 2003 TENTANG SISDIKNAS," *Jurnal Kependidikan dan Keagamaan* (2018).

¹⁶ Hasan, M. Tholhaha, *Pendidikan Multikultural (Sebagai Opsi Penanggulangan Radikalisme)*.

¹⁷ Fita Mustafida, "Integrasi Nilai-Nilai Multikultural Dalam Pembelajaran Pendidikan Agama Islam (PAI)," *Jurnal Pendidikan Islam Indonesia* (2020).

Research results that are relevant to this study include multicultural-based learning in Sociology Subjects, which found that multicultural-based learning can develop students' ability to view life from various cultural perspectives that are different from the culture they have and have a positive attitude towards differences in culture, race, and other ethnicities.¹⁸ There is research on Social Science Learning Models based on Multicultural Education in Islamic Schools. This found that the social science learning model based on multicultural education was applied to provide students with an understanding of social life. The implementation of this learning model is carried out through collaboration with various multicultural approaches and humanistic approaches, the basic concepts of edutainment include: active learning, accelerated learning, and quantum learning.¹⁹

Based on several research studies above, there has been no research that examines the thematic-integrative learning model based on multicultural values that is currently needed. Through thematic learning based on multicultural values, it is hoped that it will be able to form students' multicultural attitudes, especially in basic education which is required to use a thematic learning approach. Therefore, this research was conducted to identify multicultural values in the locations studied and to describe in detail the thematic-integrative learning model based on multicultural values. With the basis of multicultural values as a core component in implementing thematic learning, it is hoped that it will be an applicable step in teaching and instilling multicultural values through a learning model that is based on multicultural values in each component.

Based on empirical data and unique research results related to multicultural education and interconnected learning. Even the values in multicultural education can be instilled easily through learning and habituation to students. So this is the importance of research on the integration of multicultural values in integrative thematic learning based on multicultural values which has not been the attention of other researchers.

Based on the uniqueness above, Taman Harapan Elementary School is appropriate to be used as a research locus on integrative thematic learning models based on multicultural values. This assumption is based on reality which shows that Taman Harapan Elementary School can maintain inclusive values that accommodate the diversity of students. The learning process implemented is also based on multicultural values. Proven by planning, implementing, and assessing multicultural-based learning. The learning materials presented contain multicultural values, learning strategies, and methods that accommodate the diversity of students, as well as various efforts to create a learning atmosphere through classroom management that respects diversity and invites students to view life from various cultural perspectives.²⁰

Based on the significance of the thoughts above, a research entitled Thematic-Integrative Learning Model Based on Multicultural Values at Taman Harapan Elementary School, Malang City needs to be carried out. Especially related to questions regarding the implementation of integrative thematic learning activities based on multicultural values at Taman Harapan Elementary School, Malang City, and the theme learning process based on multicultural values. It is hoped that the results of this research can contribute theoretically and practically to the learning process based on multicultural values, especially at the elementary school level (SD/MI). So the

¹⁸ Rini Parmila Yanti, "PEMBELAJARAN BERBASIS MULTIKULTURAL PADA MATAPELAJARAN SOSIOLOGI," *Basicedu* Volume 2 N (2018): 70–74.

¹⁹ Choirul Mahfud, "MULTICULTURAL EDUCATION-BASED SOCIAL SCIENCE INSTRUCTIONAL MODEL IN ISLAMIC SCHOOL," *Lentera Pendidikan* VOL. 22 NO (2019).

²⁰ Yanti, "PEMBELAJARAN BERBASIS MULTIKULTURAL PADA MATAPELAJARAN SOSIOLOGI."

results of this research can provide solutions to conflicts in society caused by a lack of acceptance of diversity in religions, ethnicities, and between groups or factions which depicts a portrait of the fractured face of the archipelago.

RESEARCH METHODS

This research was carried out at Taman Harapan Elementary School, Malang City. Precisely on Jalan Aris Munandar 2-4, Kidul Dalem Village, Klojen District, Malang City. A qualitative approach with a case study type of research was chosen because it was considered appropriate by the focus and objectives of the research which wanted to get a detailed picture of the thematic learning model based on multicultural values. Data collection techniques use observation, interviews, and document analysis. Furthermore, to avoid subjectivity and see the validity of the data, research data analysis is used which refers to the Miles, Huberman model which consists of data condensation, data presentation, and concluding/verification.²¹ After analysis, the validity of the data is checked using two techniques; internal and external audits. Internal audits are carried out by reflecting on theoretical understanding related to research focus and theoretical basis, as well as research methods with the following stages; 1) using triangulation techniques of theories, methods, and sources 2) member check (confirming data obtained in the field including observation data, interviews with teachers, students and school principals as well as students' parents, as well as documentation related to the thematic integrative learning model at the research location Meanwhile, external audits are carried out by conducting discussions with colleagues and expert sources in the field of multicultural education studies through Focus Group Discussion (FGD) activities.

DISCUSSION

Based on the results of the analysis of observation data, interviews, and documentation of learning practices at Taman Harapan Elementary School, Malang City, it show efforts to respect differences between human beings.²² This is why the implementation of thematic learning at Taman Harapan Elementary School, Malang City is so unique and interesting. The reason is that from these learning activities, researchers were able to find a concept for a multicultural thematic learning implementation model. According to Joyce and Weil, a learning model is a plan or pattern used to design learning activities and guide learning in the classroom.²³ In other words, a learning model is a wrapper or frame for the application of a learning approach, method, and technique.²⁴ Meanwhile, multiculturalism in this context is an ideology that teaches how to recognize and appreciate diversity so that people can see that those who are diverse are equal.

Based on this definition, if linked to the results of this research, the implementation of integrative thematic learning activities based on multicultural values at Taman Harapan Elementary School, Malang City can be illustrated from the themed learning activities carried out, as described below.

²¹ J. 2014. Miles, M.B, Huberman, A.M, dan Saldana, *Qualitative Data Analysis, A Methods Sourcebook, Edition 3*. (USA: Sage Publications, 2014).

²² Achmad Sauqi Ngainun Naim, *Pendidikan Multikultural, Konsep Dan Aplikasi* (Jogjakarta: Al-Ruzz Media Group., 2008).

²³ Emily Calhoun Joyce, Bruce, Marsha Weil, *Model of Theaching* (USE: Allyn and Bacon, 2009).

²⁴ kokom Komalasari, *Pembelajaran Kontekstual Konsep Dan Aplikasi*. (Bandung: Refika Aditama, 2010).

a. There is a commitment and role of school history in developing multicultural education

Implementing multicultural education in educational institutions requires commitment from all elements of the educational institution system. The philosophy of establishing Taman Harapan Elementary School which began with efforts to facilitate education for Chinese (who lacked the opportunity to obtain education), on November 16 1903 Bpk. Tan Khik Djoen, Mr. Kao Kie Ing, Mr. Han Tjeng An, and a number of Malang city philanthropists were determined to establish an educational institution called THHK (Later Day Hope Park) or what was then known as Malang Tiong Hwa Hwe Kwan (abbreviated as MA HOA). MAHOA School has a noble goal to provide educational opportunities for the Chinese/Chinese community in Malang City, which is a minority community, because at that time many Chinese people provided their children with education through tutors, or attended Dutch schools, namely HCS (Holland Chinese School) which founded during the Dutch colonial period. This goal implies the existence of an element of providing freedom and educational rights to the Chinese people who "at that time" were shackled and did not have the freedom to obtain education. Starting from this noble philosophy, SD Taman Harapan is committed to providing educational services for everyone (education for all).²⁵ In fact, during its development, many people from Malang City from various tribes and religions flocked to Tamana Harapan Elementary School, Malang City, and now has 202 students.

Apart from that, the vision mission, targets, and curriculum developed at this multicultural elementary school have shown that there are efforts to fight for the values of recognition of diversity (multicultural). The results of in-depth interviews conducted by researchers with school principals and teachers obtained information about the school's commitment and consistency in spreading the value of tolerance to society. Where tolerance is one of the values contained in the ideology of multiculturalism.²⁶ In fact, according to the principal, since he taught around 80, this is what Taman Harapan Elementary School has become. However, the most important element in building a culture and attitude of religious tolerance is the involvement of the school community in upholding a culture of tolerance. He also explained the importance of the institution's commitment to guarding and maintaining a culture of tolerance.

Through the commitment of institutions, especially the Foundation and the head and the entire academic community at Taman Harapan Elementary School, multicultural values are developed that not only respect diversity but also have an awareness of the importance of living together amidst diversity. This spirit of awareness of living together in diversity is what guides the community to learn to appreciate differences which are not only limited to feelings of respect but are also manifested in action through multicultural social interactions as an impact of the value cultivation carried out. This interaction is formed through an academic culture that is developed and based on multicultural values which are used as guidelines. Therefore, if it is related to the dimensions of multicultural education, the implementation of multicultural education at Taman Harapan Elementary School is not only the integration of material or values in learning but also comes down to empowering school culture or empowering school culture.²⁷

The school's commitment to implementing multicultural education at Taman Harapan Elementary School, Malang City is manifested in various programs related to the philosophy of multicultural education and the values contained therein. Such as religious activities,

²⁵ James A Banks, *Multicultural Education: Issues and Perspectives (Seventh Edition)* (United States: John Wiley & Sons, 2010).

²⁶ Triyo Supriyatno and Ubabuddin Ubabuddin, "Internalization of Multicultural Values in Learning Islamic Education," *Library Philosophy and Practice* 2019 (2019).

²⁷ Jerry Parker, "Multicultural Education as a Framework for Educating English Language Learners," *International Journal of Multidisciplinary Perspectives in Higher Education* 4, no. 1 (2019).

extracurricular activities, and visits to religious places of worship which lead to acceptance of the diversity of school and community members, as training to accept diversity and see that those who are different have equal or equal value. As is the main principle of the ideology of multiculturalism.²⁸ Fostering and preserving culture and maintaining multicultural values at Taman Harapan Elementary School every new school year through school coordination meetings attended by the principal together with the teacher council and educational staff, the principal recommends to teachers and educational staff to teach multicultural values, character development (multicultural) through their respective teachers, both religious teachers and class teachers, which is on the agenda every year. The institution's commitment to fostering an attitude of religious tolerance is also reflected in the activity program. These include activities to celebrate religious holidays such as the Islamic religion commemorating Muharram, the Prophet's Birthday, Isra' Mi'raj, Nuzulul Qur'an, Idhul Fitri, Idhul Adha including the fasting month of Ramadan. Christian-Catholic commemorations of Easter and Christmas, Ascension of Jesus Christ, Buddha (Vesak), Hinduism (Nyepi), and Confucianism (Imlek and Cap Go Meh). These various celebratory activities can be supported by all school members, both teachers and students of different religions and wishing friends who celebrate their religious holidays a happy holiday.

This was also stated by the sixth-grade teacher who stated that in various religious activities, we always collaborate (respect each other) between various teachers and students, for example, Islamic boarding school activities, zakat fitrah, and so on. Likewise, activities of religions other than Islam, such as when celebrating Christmas, we organize together between Christian teachers and students and teachers and students of other Christian religions. The distribution of zakat (Islam) and Sharing love (Christian) is given to the local community first, such as becak drivers and street vendors in front of SD TH, then given to employees and security guards. Meanwhile, Sharing (Christmas) activities are usually distributed to Christian orphanages, employees, and security guards.

Based on the description above, it shows that Taman Harapan Elementary School is a school that instills multiculturalism so that it can have a significant influence on the formation of attitudes of the school community which are based on the values that are believed and cultivated in the school. Through these various activities, it is possible to form a system that guarantees personal security, property, and minority elements in society. This is realized by respecting their religion, morality, and institutions as well as respecting other people's opinions and the differences that exist in their environment without having to clash with each other just because of different beliefs or religions.²⁹

This is related to Taman Harapan Elementary School's efforts to introduce multicultural values to the community by frequently inviting other institutions to always spread a love of diversity and respect for differences. This is usually also done when celebrating religious holidays with parents to come to "peripheral" schools and underprivileged communities. If analyzed further, this activity is by the concept of a multicultural education approach, namely social action.³⁰ Namely by carrying out an action or action that is by the multicultural concept. Through the

²⁸ Zeki Aarsal, "Critical Multicultural Education and Preservice Teachers' Multicultural Attitudes," *Journal for Multicultural Education* 13, no. 1 (2019).

²⁹ Zakiyuddin Baidhawiy, *Pendidikan Agama Berwawasan Multikultural*.

³⁰ Joko Sri Sukardi et al., "Cultural Understanding of the Students for Multicultural Education in the University," *KnE Social Sciences* (2019).

introduction of these values, it can influence the growth and development of nationalist character in students.³¹

b. Multicultural learning input

Learning input, as stated by Maskuri, consists of educators, students, curriculum, and infrastructure. Based on the findings of this research, shows that the learning input at Taman Harapan Elementary School is multicultural.³² This is proven through the following indicators; 1) Taman Harapan Elementary School has students of various religions, ethnicities, cultures, and social statuses but can work together well with each other in learning activities. 2) Having diverse teachers who can be fair to all students without discriminating against their backgrounds, organize the class, develop students in the class, and have the ability to set an example in dealing with diversity. 3) Taman Harapan Elementary School has a 2013 curriculum that is strong with multicultural values, as well as implementing the curriculum through school activity programs. 4) Supporting infrastructure for introducing multicultural values to students.

c. The theme learning process is based on multicultural values

The implementation of thematic learning at Taman Harapan Elementary School is based on multicultural values. This can be found from the results of the analysis of learning activities carried out by teachers as described below;

1) Learning planning activities

Learning planning is carried out by the teacher by reviewing the curriculum, and then making a planning description of what learning activities will be carried out to achieve competency.³³ In planning activities the teacher prepares a learning Implementation Plan starting from the scenario for each learning activity; such as preliminary activities, core activities, and closing activities. In these steps, the teacher also prepares what media to use as well as the various learning methods used and the assessment. These steps are by the references in the teacher's task of planning learning.³⁴ However, apart from these general steps, planning multicultural-themed learning at Taman Harapan Elementary School requires teacher understanding and sensitivity in finding multicultural values contained in curriculum competencies. So that teachers can engineer learning scenarios as expected to achieve learning objectives.

The guide for preliminary activities according to the 2013 curriculum is Minister of Education and Culture Regulation No. 22 concerning Process Standards, there are 5 activities carried out in the introduction; (1) preparing students psychologically and physically before taking lessons, (2) motivating students to learn by explaining the benefits of lesson material in real life,

³¹ Lu'lu' il Rahmat, Rahmat, Maknuun, "PENGARUH NILAI-NILAI MULTIKULTURAL TERHADAP MENUMBUHKEMBANGKAN KARAKTER NASIONALIS," *Al-Tarbawi Al-Haditsah: Jurnal Pendidikan Islam* 5, no. 1 (2020), <https://www.syekhnuurjati.ac.id/jurnal/index.php/tarbawi/article/view/6356>.

³² Maskuri Bakri, *Formulasi Dan Implementasi Kebijakan Pendidikan Analisis Kritis Terhadap Prose Pembelajaran*, Tribakti: Jurnal Pemikiran Keislaman, vol. II, 2017.

³³ Fita Mustafida, *Pendidikan Islam Multikultural (Konsep Dan Implementasi Proses Pembelajaran PAI Berbasis Nilai-Nilai Multikultutral)* (Depok: Rajawali Press, 2020).

³⁴ Siti Nurhasanah, "INTEGRASI PENDIDIKAN MULTIKULTURAL DALAM PEMBELAJARAN PENDIDIKAN AGAMA ISLAM (PAI) UNTUK MEMBENTUK KARAKTER TOLERAN," *Al-Hasanah : Islamic Religious Education Journal* 6, no. 1 (2021).

(3) linking students' prior knowledge with the material to be studied, (4) conveying learning objectives, and (5) explain the scope of the material.³⁵

2) Learning implementation activities

The implementation of integrative thematic learning based on multicultural values at Taman Harapan Elementary School, Malang City is illustrated by the learning activities carried out starting from the introductory activities in which the teacher begins greeting students.

a) Preliminary activities

Preliminary activities begin with greeting students and asking how they are doing. This greeting activity varied, as the class 1A teacher said hello with various religious greetings because the students in that class had various religions. Like *assalamualaikum*, peace be upon us, *shalom*, *om swastiastu*, *namo buddaya*. When the researcher confirmed with the teacher, it turned out that this was aimed at greeting and introducing students to the differences in ways of greeting between religious groups. However, not all of our teachers find the same way of greeting their students, in other classes it is usually done by saying good morning to the students. However, these differences in method have a purpose, to take a simple one by using greetings that are commonly used by Indonesian people. However, researchers found that all teachers, when starting learning activities, tried to establish initial communication to develop emotions and prepare students so they were ready to take part in learning activities. This is a good thing to do to develop students' emotions.³⁶

b) Core Activities

Core activities are the core activities carried out in learning. From the data analysis, it was found that the core learning activities at Taman Harapan Elementary School were based on multicultural values which were reflected in the learning methods used. The learning methods used by teachers vary according to the learning material. To implement multicultural thematic learning, Taman Harapan Elementary School teachers, Malang City. Many use active learning methods. Active learning includes discussions, groups, presentations, and projects.³⁷

Before the pandemic, most theme learning methods were done in groups by inviting students to discuss, but during this pandemic, teachers directed many students to independent activities and some in groups but with small numbers. Among the methods used are investigations, for example providing leaflets on activities to introduce diversity by asking students to conduct interviews by asking which ethnic group their classmates come from. Then note it down. For those at home, you can ask friends who are studying together via Zoom. Teachers also approach students to control student activities. Such as seeing how to write and the neatness of writing tools. As for the results of this activity assignment, students provide a checklist in the religion column according to the religion of their classmates. A method like this is one form of applying a scientific approach.³⁸ However, because the students in the class are multi-religious, it is easier to introduce the value of diversity because they are face-to-face.

Apart from that, to develop skills, students are also asked by teachers to make products in the form of pictures of places of worship according to their respective religions. So that with these

³⁵ Kasmiasi Kasmiasi, "Perencanaan Pembelajaran Nilai Multikultural Anak Usia Dini," *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini* 6, no. 1 (2021).

³⁶ Fatimah Kadir, "Keterampilan Mengelola Kelas Dan Implementasinya Dalam Proses Pembelajaran," *Jurnal Al-Ta'dib* (2014).

³⁷ Ratna Syifa'a Rachmahana, "Psikologi Humanistik Dan Aplikasinya Dalam Pendidikan," *el-Tarbawi* (2008).

³⁸ Melina Lestari, Sunaryo Kartadinata, and Sunardi, "Intervention for All: A Strategy for Creating Inclusive Culture in Multicultural Classes," *International Journal of Scientific and Technology Research* 9, no. 4 (2020).

activities students' abilities can be developed more comprehensively. Apart from that, students are also given the freedom to add color to their pictures of places of worship. In this assignment, students are also asked to fill in an identity consisting of name, religion, holy book, and holiday. In the next lesson, the teacher asks students individually to carry out investigations on their classmates by filling in a table of their names and ethnic origins on the worksheet.

To make the learning methods used more effective, teachers also use power points in teaching. Even during the Covid-19 pandemic, it was more effective to use this media, said the class teacher. That is the description of multicultural-based thematic learning activities implemented by Taman Harapan Elementary School teachers. Apart from methods and media, what is no less important in implementing multicultural-based integrative thematic learning is the learning material given to students. This material is in the form of integrating multicultural values in material that is relevant to mine and basic competence learning. For example, theme 3 material is about my daily tasks. This material is divided into 4 areas. These are daily tasks at home, at school, daily tasks in a religious community, and tasks in society. However, it cannot be denied that the material provided by the example is also less multicultural because there are still differences in assignments between male and female genders at home. Like Mother preparing food, Siti washes vegetables. Meanwhile, Father washed the motorbike, and Beni wiped the motorbike. Other materials contain many multicultural values. As in lesson 1, namely the culture of helping. In this material, pictures are presented about communities affected by natural disasters, and then students are asked to explain the meaning of the pictures, first in written form and then in presentation. Apart from that, there is also a handball game where in the handball game students are taught to be sportsmanlike, cooperative, and honest. The last one is the culture of religious harmony which is depicted as children learning together from different backgrounds.

To provide direct experience, the teacher provides an assessment sheet and also as a tool for tracking the religious identity of classmates through religious interviews with classmates. Through these various activities, it has at least explained how thematic learning at Taman Harapan Elementary School, Malang City is implemented. Starting from diverse learning methods that respect student diversity, media that make it easier for students to understand the material, and learning materials that contain multicultural values. As is the term used by Banks as content integration.³⁹

c) Closing Activities

Closing activities are carried out to end learning activities. However, to close the lesson the teacher also pays attention to several things, including; the conclusion of learning, and confirmation of material concepts. And advice to students to study at home and respect different friends so they can live harmoniously together. Based on this explanation, the implementation of integrative thematic learning based on multicultural values at Taman Harapan Elementary School, Malang City can simply be seen as shown in the following scheme in Figure 1.

³⁹ Banks, *Multicultural Education: Issues and Perspectives (Seventh Edition)*.

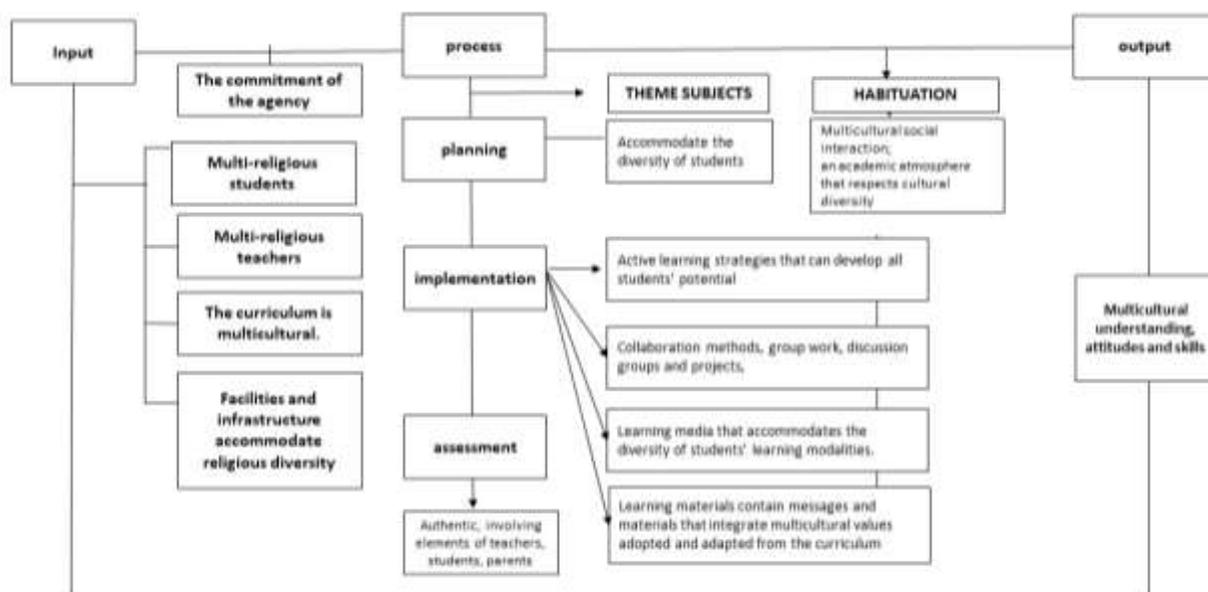


Figure 1. Implementation of integrative thematic learning based on multicultural values at Taman Harapan Elementary School

CONCLUSION

Based on the results of the research focus data analysis above, it can be concluded that; The integrative thematic learning model based on multicultural values at Taman Harapan Elementary School is illustrated by the implementation of integrative thematic learning, namely 1) Developed from input that requires multicultural values, starting from students, teachers, curriculum and infrastructure used. This input management is a manifestation of the institution's commitment to providing multicultural education. 2) The learning process is based on multicultural values in the form of equality, justice, tolerance, awareness of living together, and providing educational services for everyone, which are implemented in planning, and implementation with various strategies, methods, media, and learning materials that contain multicultural values; and authentic assessment. As well as habituation to multicultural social interactions; and an academic atmosphere that respects cultural diversity. 3) Output learning outcomes that can shape students' multicultural knowledge, attitudes, and skills.

On this basis, the recommendations from the results of this research include the need for institutions to maintain and develop multicultural education by creating committees that oversee the implementation of multicultural education and act as controls. Apart from that, multicultural school branding needs to be intensively promoted by schools, by updating websites, and schools regarding activity programs related to multicultural education, as a means of promotion, and of course schools also need to invite school groups to jointly implement multicultural education in the institution.

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