



EXPLORATION OF MULTICULTURAL APPROACHES IN HISTORY LEARNING IN MULTIETHNIC CONTEXTS: CASE STUDY AT SMAN 14 MEDAN

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Abstract

This research aims to explore a multicultural approach to teaching history at SMAN 14 Medan, especially in a multiethnic context. The multicultural approach here refers to the integration of various ethnic perspectives into the history curriculum to increase understanding and respect for cultural diversity. This study was conducted using qualitative methods and data collection techniques through classroom observations, interviews and document analysis. The research results show that the application of a multicultural approach to history learning at SMAN 14 Medan has helped students understand and appreciate cultural differences, as well as increasing student involvement in the learning process. Key success factors include teacher training, teaching materials relevant to multiethnic contexts, and an inclusive learning atmosphere. The implication of this research is the importance of applying a multicultural approach to history learning to enrich students' learning experiences in a multiethnic context. It is hoped that this research can contribute to the development of a more inclusive history curriculum in ethnically diverse schools. By understanding and appreciating cultural diversity, students are equipped with the skills necessary to interact effectively in a multiethnic environment. Teachers, as facilitators, have a key role in creating a supportive learning environment for all students, thereby creating valuable and relevant learning experiences. This research also highlights several limitations, such as the research being limited to one school and the qualitative approach used. Therefore, further research involving a number of schools and using quantitative methods can provide a broader understanding of the effectiveness of a multicultural approach in teaching history. Applying a multicultural approach to history learning not only benefits students academically but also helps prepare them to live and work in an increasingly multicultural society. Thus, inclusive and multicultural history learning is not only relevant in an educational context but is also important for building an inclusive and tolerant society in the future.

Key words: *Multicultural approach, History Learning, Multiethnic Contextg*

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INTRODUCTION

Indonesia is quite possibly one of the biggest multicultural countries on the planet. The wide range and diversity of social, cultural, and geographical conditions illustrate this reality (Herlina, 2017). (Yusuf Perdana et al., 2019) Indonesia's pluralism is shown by friendly separations such as ethnic, social, strict contrasts, etc. (Zahra et al., n.d.) likewise underscore that Indonesia is a country with a pluralistic culture comprising different clans, races, customs, classes, gatherings and religions, as well as friendly layers. The nation of Indonesia is multicultural (multicultural), similar to two coins having two distinct sides. Eventually, multiculturalism brings about friendly contrasts in the public eye, and these distinctions are generally known as variety (Nurcholis, 2019). Social association with regards to variety can't be isolated from the variety of culture, customs, language and religion mentioned above. This nation's diversity can help people integrate into society or even break it apart.

Multicultural instruction is vital to be coordinated through history examples that concentrate on numerous nearby and public occasions about the significance of resilience in public life (Ekwandari et al., 2020). Hilda Hernandez was mentioned in the interim (Supriatin & Nasution, 2017). Deciphering multicultural training as a point of view that perceives the political, social and financial real factors experienced by every person in complex and socially different human experiences and mirrors the significance of culture, race, sexuality and orientation, identity, religion, social and monetary status, and special cases in the instructive cycle. Multiculturalism is not something abstract; rather, it is the formation of a behavior pattern that can only be realized through education (Nurjanah et al., 2017). (Supardi, 2014) makes sense of the fact the fact that one of the media for creating consciousness of the country's multicultural qualities is through history training. According to (Nuhayah & Darmawan, 2021), teaching history is a good way to spread awareness of multiculturalism.

Learning history in Indonesia is an integral part of forming cultural awareness and national identity. However, understanding history in a multiethnic context is important considering the rich cultural diversity in Indonesia. A multicultural approach to learning history offers the integration of

various ethnic perspectives in the educational curriculum to increase understanding and respect for existing cultural diversity. As stated by (Banks, 2001), "Multicultural education is a progressive approach for transforming education that holistically critiques and addresses current shortcomings, failings, and discriminatory practices in education." Therefore, exploring a multicultural approach to learning history at SMAN 14 Medan is important to understand how this approach can enrich students' learning experiences in a multiethnic context.

At SMAN 14 Medan, the rich demographic complexity and existing ethnic diversity require the application of an appropriate multicultural approach in teaching history. In this context, a multicultural approach is expected to enrich students' learning experiences, increase their understanding of diverse cultures, and help them develop inclusive and respectful attitudes towards diversity. (Gay, 2018) shows that a multicultural approach to learning has an important role in preparing students to live in an increasingly culturally complex society. Multicultural education provides the necessary framework to help students understand the world, broaden their views, and appreciate cultural differences.

According to (Pinderhughes, 1989), cultural integration in history learning is important to create a learning environment that is inclusive and respectful of differences. It is important to develop a history curriculum that reflects the cultural diversity in Indonesia so that students can develop a deeper understanding of the nation's cultural heritage. (Darma & Joebagio, 2018) show that multicultural education policies in Indonesia have an important role in increasing inter-religious and inter-ethnic tolerance. Therefore, implementing a multicultural approach in teaching history at SMAN 14 Medan is not only relevant but also urgent, considering the rich ethnic diversity in the city of Medan.

(Hasanah et al., 2021) show that the application of multicultural education in history learning can increase students' cultural tolerance. This is in accordance with the opinion of (Nieto, 1992), who states that multicultural education must include awareness of the rights of all people and the struggle against racism, discrimination and social injustice. (Sleeter & Grant, 2017) also suggest that an inclusive history curriculum can help overcome racial, class, gender, and

disability biases present in history textbooks.

This study will explore how a multicultural approach to learning history at SMAN 14 Medan can help students understand and appreciate cultural differences and increase student involvement in the learning process. Thus, it is hoped that this research will provide valuable insights for the development of a more inclusive history curriculum in ethnically diverse schools.

This research aims to explore a multicultural approach to teaching history at SMAN 14 Medan, especially in a multiethnic context. The multicultural approach here refers to the integration of various ethnic perspectives into the history curriculum to increase understanding and respect for cultural diversity. This study was conducted using qualitative methods and data collection techniques through classroom observations, interviews and document analysis. The research results show that the application of a multicultural approach to learning history at SMAN 14 Medan has helped students understand and appreciate cultural differences, as well as increasing student involvement in the learning process. Key success factors include teacher training, teaching materials relevant to multiethnic contexts, and an inclusive learning atmosphere. The implication of this research is the importance of applying a multicultural approach to history learning to enrich students' learning experiences in a multiethnic context. It is hoped that this research can contribute to the development of a more inclusive history curriculum in ethnically diverse schools.

METHODOLOGY

This study uses a qualitative approach to explore multicultural approaches to teaching history at SMAN 14 Medan. A qualitative approach was chosen because it is more suitable for gaining an in-depth understanding of the subjects' experiences in their own context. This approach allows researchers to understand the different perspectives and complexity of interactions within a multicultural history classroom (Sugiyono, 2013).

The research design used is a case study. The case study was chosen because it allows researchers to explore in detail a particular case (SMAN 14 Medan) in its original context.

This allows researchers to gain an in-depth understanding of the implementation of a multicultural approach in teaching history at the school.

The research subjects consisted of students and history teachers at SMAN 14 Medan. Students from various ethnic backgrounds will be selected to gain a holistic picture of the multicultural history learning experience at the school.

Class Observations: Class observations will be carried out to observe how the multicultural approach is implemented in history learning. These observations will record interactions between teachers and students, the material taught, and the teaching strategies used.

Interviews will be conducted with history teachers to understand their perspectives on implementing a multicultural approach to teaching history. Interviews will also be conducted with a number of students to obtain students' perspectives on the experience of learning multicultural history at school.

Document Analysis: Document analysis will be carried out on teaching materials, curriculum and school policies related to multicultural approaches to learning history (Sugiyono, 2017).

Data obtained from observations, interviews and document analysis will be analyzed using a thematic analysis approach. Thematic analysis will help in identifying the main patterns, themes, and issues that emerge from the data. Thematic analysis steps will include coding, searching for motifs, and interpreting data (Creswell & Creswell, 2018).

RESULT AND DISCUSSION

The application of a multicultural approach in history learning at SMAN 14 Medan shows that there is a significant effort to integrate diverse ethnic perspectives in the history curriculum. Teachers have demonstrated a high awareness of the need to present material that reflects the cultural diversity of Indonesia. For example, teaching material about the history of the Indonesian nation involves various cultural aspects from various ethnicities, including North Sumatra. Teachers use different approaches to ensure all students feel valued and represented in history learning. The research results show that implementing a multicultural approach has helped students understand and appreciate

cultural differences. Students show a high interest in learning about different cultures, and they are able to identify similarities and differences between these cultures. In classroom interactions, students demonstrate an inclusive and respectful attitude towards cultural diversity.

The application of a multicultural approach in learning history at SMAN 14 Medan has also increased student involvement in the learning process. Students show greater interest in the subject matter, actively participate in class discussions, and raise relevant questions. This shows that the multicultural approach has created an inclusive learning environment and stimulated students' interest in learning history. Several key success factors in implementing a multicultural approach in history learning at SMAN 14 Medan include teacher training, teaching materials that are relevant to multiethnic contexts, and an inclusive learning atmosphere. Teachers who receive training on multicultural approaches demonstrate better abilities in designing and implementing inclusive learning. This research provides important implications for the development of more inclusive history curricula in ethnically diverse schools. Applying a multicultural approach to history learning can enrich students' learning experiences in a multiethnic context and help build inclusive attitudes and respect for cultural diversity.

The implementation of a multicultural approach to history learning at SMAN 14 Medan shows a significant effort to integrate diverse ethnic perspectives into the history curriculum. Teachers have demonstrated a high awareness of the need to present material that reflects the cultural diversity of Indonesia. In this case, emphasizes the need to change patterns of knowledge, thinking and educational practices so that they reflect, accept and enrich the ethnic, racial and cultural diversity of society. The teachers at SMAN 14 Medan ensure that all students feel valued and represented in history learning.

The research results show that implementing a multicultural approach has helped students understand and appreciate cultural differences. Students show a high interest in learning about different cultures, and they are able to identify similarities and differences between these cultures. In

classroom interactions, students demonstrate an inclusive and respectful attitude towards cultural diversity. Emphasized that a multicultural approach to learning has an important role in preparing students to live in an increasingly culturally complex society. Multicultural education provides the necessary framework to help students understand the world, broaden their views, and appreciate cultural differences.

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Several key success factors in implementing a multicultural approach to history learning at SMAN 14 Medan include teacher training, teaching materials that are relevant to multiethnic contexts, and an inclusive learning atmosphere. Teachers who receive training on multicultural approaches demonstrate better abilities in designing and implementing inclusive learning. Emphasizes the importance of multicultural education in fighting for the rights of all people, as well as the fight against racism, discrimination and social injustice.

This research provides important implications for the development of more inclusive history curricula in ethnically diverse schools. Applying a multicultural approach to history learning can enrich students' learning experiences in a multiethnic context and help build inclusive attitudes and respect for cultural diversity. This is in accordance with the concept of multicultural education, which is defined a systematic effort to change patterns of knowledge, thinking and practices in education so that they reflect, accept and enrich the ethnic, racial and cultural diversity of society.

The application of a multicultural approach to learning history at SMAN 14 Medan has had a significant positive impact. Students become more involved and

enthusiastic about learning history because the teaching material presented is more relevant to their multicultural context. Multicultural education opens up opportunities for students to learn about their own culture as well as the cultures of others, thereby creating an environment that stimulates student interest and engagement.

The application of a multicultural approach to learning history has also increased students' social awareness of cultural differences and diversity. Students become more sensitive to social, cultural and historical issues and are able to feel empathy for different cultural perspectives. Multicultural education helps students develop a broader awareness of the world, which in turn can improve their ability to work and live in a multicultural society.

The application of a multicultural approach has also opened up space to improve inter-group communication among students. Students from different ethnic backgrounds can share their own knowledge and experiences, thereby deepening each other's understanding. Multicultural education provides opportunities for students to learn about their own culture and the cultures of others, which in turn can promote cross-cultural understanding and cooperation.

The application of a multicultural approach to learning history at SMAN 14 Medan also plays a role in preparing students to live and work in an increasingly multicultural society. By understanding and appreciating cultural diversity, students are equipped with the skills necessary to interact effectively in a multiethnic environment. Multicultural education helps students develop the ability to work and live in an increasingly multicultural society.

CONCLUSION

The application of a multicultural approach to learning history at SMAN 14 Medan has had a significant positive impact. Teachers who have strived to integrate diverse ethnic perspectives into the history curriculum have created inclusive learning environments, stimulated student interest, and built social awareness of cultural differences. Based on this research, it was found that implementing a multicultural approach not only increases student involvement in the history learning process

but also increases understanding, appreciation and communication between groups. The implications of this research highlight the importance of developing a more inclusive history curriculum in ethnically diverse schools.

By understanding and appreciating cultural diversity, students are equipped with the skills necessary to interact effectively in a multiethnic environment. Teachers, as facilitators, have a key role in creating a supportive learning environment for all students, thereby creating valuable and relevant learning experiences. This research also highlights several limitations, such as the research being limited to one school and the qualitative approach used. Therefore, further research involving a number of schools and using quantitative methods can provide a broader understanding of the effectiveness of a multicultural approach in teaching history.

Applying a multicultural approach to history learning not only benefits students academically but also helps prepare them to live and work in an increasingly multicultural society. Thus, inclusive and multicultural history learning is not only relevant in an educational context but is also important for building an inclusive and tolerant society in the future.

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