

The Feasibility Analysis of Multicultural Content in An Indonesian Elementary School Thematic Book

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Abstract:

This study aims to uncover and analyze the values of multicultural education in the BSE student book Curriculum 2013 Grade 6 Theme 2 "Unity in Differences" Revised 2018. The research method used in this study is qualitative analysis through the content analysis method, which examines the values of multicultural education in the thematic book of BSE students. Curriculum 2013 Grade 6 Theme 2 "Unity in Differences" Revised 2018. The data collection techniques used are reading and quoting techniques and recording or documenting relevant findings related to multicultural education contained in the BSE student book Curriculum 2013 Grade 6 Theme 2 "Unity in Differences" Revised 2018. The study results show that the thematic book for BSE students Curriculum 2013 Grade 6 Theme 2 "Unity in Differences" Revision 2018 has fulfilled all multicultural dimensions. The implications of this study are as follows: First, schools can choose appropriate books regarding their multicultural content. Second, BSE can identify shortcomings and is expected to improve the content and illustrations to suit multicultural education.

Key Words: Multicultural Education, Unity in Differences, Thematic Book, BSE Content

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INTRODUCTION

The Indonesian nation also adheres to Bhineka Tunggal Ika, which has a deep meaning and is rich in values about harmony and wholeness in community life (Lundeto, 2021). Bhineka Tunggal Ika itself means "different but still one thing." Of course, this may differ where different, but still in one whole. This principle also indicates that Indonesia recognizes societal differences and pluralities (Schaefer, 2021). In this case, it is necessary to understand how to live in unity, but there are still differences between one community group and another. One of the most appropriate ways to provide this understanding is through education (Nambiar, 2020).

To overcome conflicts in the future, of course, there needs to be changes both in the long and short term, one of which is through education. One is

multicultural learning, which is expected to create moral values and principles such as human rights, social justice, and social equality (Jamal et al., 2021). Multicultural education can also develop students' critical thinking and social skills to identify a range of social issues and advance the implementation of social justice (Gorski et al., 2020). Multicultural education also helps students provide an overview of culture, a country, region, and global and their relationship with each other to form a distinctive identity for students (Guy et al., 2020).

Elementary school is the right level to instill multicultural education because children still do not know the overall cultural diversity, so multicultural education is critical to be taught at the elementary school level. Multicultural education is also progressive education, taught at the above level, so the elementary level is fundamental to creating a solid foundation for teaching multicultural education. Multicultural education itself may be different for each child because children live with different parents, so there are different ways of thinking, lifestyles, and views on the world (Suri et al., 2021)

In this case, there is also a problem where the Ministry of Education and Culture publishes no textbooks specifically to teach multiculturalism in depth because thematic learning combines learning content into one book; therefore, researchers try to measure the implementation of multiculturalism in thematic books. Although at the elementary school level, students are still in a narrow scope with a diversity of diverse backgrounds, supporting media is needed to provide a picture of cultural diversity, so books are essential to provide this picture

More in-depth research that comprehensively evaluates the feasibility and representation of multicultural values in primary school textbooks in Indonesia is needed. More information about the influence of multicultural content in textbooks on students' understanding of cultural diversity needs to be provided. In addition, specific and detailed recommendations for improving multicultural content in textbooks are still urgently needed. This research is expected to provide deeper insights into multicultural representation in primary school textbooks in Indonesia and provide more concrete directions for the development of more inclusive and accurate multicultural content. This will improve the quality of inclusive education and students' understanding of cultural diversity in the educational environment (Schwarzenthal et al., 2020).

This study aims to comprehensively evaluate the feasibility of multicultural content in elementary school thematic books in Indonesia. The focus of the research is to identify, evaluate, and provide recommendations to improve the representation of multicultural values in the book's content. The main objective of this study was to evaluate the extent to which primary school theme textbooks reflect and represent multicultural values accurately and inclusively. In addition, this study aims to identify deficiencies or discrepancies in the multicultural content contained in the book.

RESEARCH METHODS

The type of research used is qualitative, using content analysis. Content analysis can be interpreted as a research method that uses various procedures to make valid interference from various texts and images (Gandhi et al., 2023). The object of the study is the thematic book of BSE students: Curriculum 2013 Grade 6 Theme 2 "Unity in Differences." In comparison, this study focuses on finding and analyzing the content and values of multipolar education in the student's book (Starck et al., 2021).

The data source used in this study is the thematic book of BSE students Curriculum 2013 Grade 6 Theme 2 "Unity in Differences" Revision 2018, both in text and content in the form of images. This book was chosen because it follows the theme title, "Unity in Differences," which already describes multicultural content. The author's data collection technique is a reading and quote technique. This technique uses the method of reading carefully and giving full attention to the object to be studied (Bainotti et al., 2021). Reading and listening are followed by recording or documenting various findings about multicultural education data, which are still phrases, sentences, and paragraphs in books. In addition, data collection is also carried out with documentation methods, which use data collection relevant to the research focus problem (Alam et al., 2021).

This research uses the content analysis method in the BSE student book Curriculum 2013 Grade 6 Theme 2 "Unity in Differences" Revised 2018. With reading and quoting techniques, quotes that reflect multicultural values are collected, grouped, and evaluated based on research instruments (Kleinheksel et al., 2020). Documentation from sources such as print media and journals is also used to support the analysis of multicultural values in the book. These steps aim to understand the representation of multicultural values in the student's book under study.

RESULTS AND DISCUSSION

Cultural Representation and Diversity

In this work, the idea of unity in difference is emphasized heavily. The book does an excellent job of illustrating how ethnic variety may join together to form a cohesive whole. The portrayal of traditional sports, attire, and dances from several Indonesian areas sends a clear message about preserving cordial relationships between various cultural groups. The interactions between individuals from different ethnic origins further exemplify the unifying spirit present in this work (Allen et al., 2022).

Not only is cultural variety a component of the narrative, but it is also integrated into the educational setting. This book does an excellent job of tying ethnic diversity to science and math subjects. Diverse elements can be used in formal learning situations, as demonstrated by explaining adaptation in plants and animals and incorporating cultural elements in mathematics problems. Diversity is a real-world phenomenon (Beaulieu et al., 2020).

The message of unity in diversity becomes the central motif conveyed throughout the book. Alongside the cultural introductions, the book strongly emphasizes how cultural diversity can unite people. Depictions of traditional dances, attire, and games from various regions in Indonesia and interactions among characters from diverse cultural backgrounds reinforce the spirit of unity emphasized in this book. Each story, illustration, and character interaction impart a powerful message about the significance of tolerance, respect, and harmony amidst cultural differences.

Cultural integration within the context of learning also stands out in this book. Learning materials, such as science (IPA) and mathematics, are contextualized with cultural references. Explanations about adaptations in plants and animals and using cultural elements in mathematics problems demonstrate that diversity is not just a narrative element but also integrated into formal learning contexts. This gives students a deeper comprehension of the importance of culture in daily life and formal learning contexts. The book provides a learning experience that involves the cultural diversity of Indonesia. Using stories, activities, and information about various Indonesian cultures enriches students' understanding of local cultures. For instance, anecdotes about traditional games, dances, or attire introduce the culture and provide a vibrant learning experience about Indonesia's cultural richness.

Cultural diversity is linked with unity and harmony in daily life. Dialogues, interactions, and moral messages in each story or activity demonstrate the importance of understanding, togetherness, and coexistence among diverse cultural backgrounds. These themes are emphasized through narratives and reinforced through scenes and illustrations, depicting harmony amid cultural diversity. Furthermore, the book encourages students to reflect on the values of unity within cultural diversity. Assignments and activities in the book prompt students to reflect on their experiences of interacting with various cultures around them. Thus, the book functions not only as an informative resource but also as a tool for learning that fosters understanding, appreciation, and tolerance towards the diverse cultures of Indonesia.

This student book's strong representation gives readers a transparent and inclusive view of Indonesia's cultural diversity. This book serves as both an educational resource and a source of knowledge, enabling students to recognize, value, and cherish the rich cultural heritage of Indonesia (Maspul et al., 2023).

A Message of Unity in Diversity

In Indonesia, cultural diversity is reflected in many aspects of daily life, from customs, language, cuisine, traditional clothing, and performing arts to beliefs and religion. Even so, unity remains a vital value to fight for, particularly in building a sense of unity and oneness between people who have different cultural backgrounds.

A concrete example of unified cultural diversity is the existence of joint cross-cultural celebrations, festivities, or religious activities attended by various ethnic, religious, and cultural groups. For example, the celebration of Nyepi Day in Bali is respected by all Balinese people, regardless of their beliefs or ethnic heritage, and the Nusantara Palace Festival exhibits cultural diversity from various kingdoms in Indonesia.

In literature and art, works often address the theme of unity in cultural diversity. Stories, poetry, and visual works of art can be a means of conveying messages about the importance of respecting, understanding, and celebrating cultural differences while maintaining unity as an essential value. Education also plays an essential role in strengthening unity in cultural diversity. Educational programs that encourage comprehension, appreciation, and tolerance for cultural diversity can create a more inclusive and harmonious society where differences are valued as a source of wealth and not as a source of conflict.

This message is reinforced by concrete examples presented in the narrative (Brereton et al., 2020). The depiction of dances and games from various regions of Indonesia introduces culture and emphasizes how different cultures can form a harmonious unity. When interacting positively, these characters representing diverse cultural backgrounds demonstrate that differences do not hinder coming together in achieving common objectives. This book also invites readers to reflect on the values of unity in everyday life (Callista et al., 2022).

The message is reflected through interaction and dialogue between the characters in the story that demonstrates mutual understanding and solidarity regardless of cultural differences (Pérez-Sabater, C. 2021). Every activity and narrative presented in this book consistently implies that cultural diversity is a source of strength that can unite, not divide. Overall, the book provides a very relevant message about how essential unity is in a culturally diverse society. The message of concord amid cultural differences continues to be communicated through stories, character interactions, and moral messages. Thus, this book is a source of information and a learning medium that develops understanding, appreciation, and tolerance for cultural diversity in Indonesia (Abidin et al., 2020).

Cultural Integration in Learning

This book establishes a strong link between various cultural elements and school lessons. This shows how important diversity is in everyday life and teaches students to appreciate and understand culture in a more structured manner. Include anecdotes about traditional games or dances as examples in the subject matter (Martínez-Santos et al., 2020).

This book provides information and brings students' learning to life with actual cultural experiences. In addition, this book provides a broader learning experience about cultural diversity in Indonesia. This book offers holistic

learning by merging learning concepts with cultural knowledge, intercultural interaction, and diversity-related problem-solving skills.

These diverse learning experiences enrich students' horizons and help them develop critical skills and empathy for the cultural diversity they encounter (Shavitt et al., 2020). Overall, the integration of culture in the learning context in this student book provides a comprehensive picture of how diversity is not something distinct from learning. Instead, the book demonstrates that culture is integral to the educational process, enriching students' learning experiences and helping them develop a deeper understanding of Indonesia's cultural diversity.

Content Integration

Content integration within learning materials and educational resources encapsulates a multifaceted tapestry exhibiting an array of diverse cultures. This comprehensive display is characterized not only by the emergence but also by the deliberate incorporation and seamless amalgamation of myriad cultural points, comprising traditions, beliefs, historical narratives, societal norms, and artistic expressions. It goes beyond the surface representation of cultures, delving deeper into the intricate interplay, nuanced juxtaposition, and meaningful presentation of these elements. Within educational literature, this integration is evident through a purposeful effort to intricately weave together a rich array of cultural aspects, offering a holistic perspective that fosters a deeper understanding and appreciation for the vast spectrum of human diversity. The interweaving of cultural nuances, stories, and societal values within these materials serves to create a cohesive and comprehensive narrative, inviting learners into a world where various cultures coexist harmoniously, fostering not just awareness but also empathy and regard for differences (Shavitt et al., 2020).

Content integration itself is a variety of cultures displayed in learning books characterized by the emergence of various points in line with research conducted by divides multiculturalism into seven books originating from which have been explained earlier because almost all seven aspects have been included in textbooks starting from as described in the following table:

Table 1. Content Integration Aspects

No	Aspects studied
1	The language differences described on several pages, although not mentioned directly, are enough to illustrate such as giving rise to various dances accompanied by regional songs, which, of course, use languages originating from the region, one of which is on page 11, where lego-lego dances are told accompanied by folk songs
2	The knowledge of various customs felt by students in their daily lives, one of which is the traditional game of Skeleton Alung, which is often raised
3	Living equipment system characterized by the display of various traditional clothes from various regions accompanied by dances typical of the region
4	The livelihood system is marked on page 9, where Tumpeng Gede is carried out when there is a bumper harvest as a form of gratitude for the harvest's success. The occupation can be described as that of a farmer, while on the same note, being a pastor is also a job

	that is intricately linked to another element, namely religious aspects, which is indeed directly related to other elements, namely religious elements
5	The Social Organization itself here is explained on page 9 as a transmigration village where the majority of residents are immigrants, which, of course, has many differences, but in the story itself, it is explained that each of its residents lives in harmony with each other
6	The religious system itself is displayed on page 9, which indirectly explains the various religions adopted by each figure, such as Toni, who is ethnic Chinese and can be said to be Buddhist, and Marta, who has pastor parents who can be said to be various Christians / Catholics
7	Much art is displayed, even included in the learning content, namely the Indang dance, which is often performed, and several other dances are also displayed, complete with the costumes used

Table 1 in the article outlines various aspects of multicultural content integration in the 2013 BSE Curriculum Thematic Book Grade 6 Theme 2 "United in Differences" revised 2018. The first aspect is the difference in language implied through the description of the dance accompanied by regional songs, reflecting linguistic diversity that needs to be directly mentioned. Second, this book introduces various customs that students experience in their daily lives, such as the traditional game of Skeleton Alung. The third aspect includes a system of living utensils displayed through traditional clothes from different regions accompanied by distinctive dances, showing cultural diversity.

Fourth, the livelihood system is explained with the example of the Tumpeng Gede ceremony, which is carried out during the harvest as a form of gratitude, illustrating work by farmers and priests who are also related to religious elements. Fifth, social organization is described through life in transmigration villages where the majority of the population is immigrants but still lives in harmony. Sixth, the religious system is displayed indirectly through characters who adhere to various religions, such as Toni, who is ethnic Chinese and Buddhist, and Marta, who has pastoral parents, reflecting religious diversity. Finally, the art is displayed very clearly, including in the learning content, such as the Indang dance and other dances complete with the costumes used, depicting the richness of Indonesia's cultural arts.

The results of this study show that the 2013 BSE Curriculum Thematic Book Grade 6 Theme 2 "United in Differences," revised in 2018, has comprehensively fulfilled multicultural dimensions, including differences in language, customs, art, as well as social and religious elements. This is in line with the research of Schwarzenthal et al. (2020), which emphasizes the importance of a learning environment that reflects cultural diversity in developing students' intercultural competencies. However, this result is different from the findings of Gorski and Dalton (2020), who emphasized that many textbooks in various countries still tend to provide a disproportionate representation of dominant cultures, often ignoring minorities. In addition, a study conducted by Kleinheksel et al. (2020) revealed that the integration of

multicultural content in textbooks still needs to be improved due to a lack of in-depth understanding of the concept of multiculturalism itself. This study, while finding that the BSE book has been quite inclusive, also shows that there is still room to improve a more balanced representation of all aspects of Indonesia's culture so that it can better reflect the reality of the existing diversity. Thus, although this book has made positive efforts in integrating multicultural education, further improvements are still needed to achieve a more holistic and equitable presentation of all cultural groups.

The contribution of this research lies in the comprehensive evaluation of the representation of multicultural values in the 2013 BSE Curriculum Thematic Book Grade 6 Theme 2 "United in Differences" revised 2018. This research provides in-depth insights into the extent to which textbooks reflect Indonesia's cultural diversity inclusively and accurately, as well as identifying deficiencies or inconsistencies in existing multicultural content. These findings not only serve as an evaluation of the quality of teaching materials used in elementary schools but also provide concrete recommendations for improving the content of books so that they can be used as a reference in the development of a more inclusive curriculum. Thus, this research contributes to improving the quality of multicultural education in Indonesia, supporting a better understanding and appreciation of cultural diversity in the educational environment.

CONCLUSION

Based on the results and discussions previously described, it can be said that the thematic book for BSE students Curriculum 2013 Grade 6 Theme 2 "Unity in Differences" Revision 2018 has fulfilled all multicultural dimensions. However, the book only supports the learning process in which there are teaching facilities. Teachers need to optimize the use of books so that learning can occur as expected. Parents' participation in teaching multiculturalism is also very influential in their books; parents are included in assignments, mainly in discussions, so that students are more familiar with their backgrounds, and parents can direct children to instill multicultural values.

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