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## ESTABLISHING EFFECTIVE SCHOOL THROUGH INTERNALIZATION OF MULTICULTURAL VALUES

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**ABSTRACT:** *The purpose of this study describes (1) multicultural values which develop the intracurricular and extracurricular activities, (2) the method of internalizing multicultural values in SMA I Randangan. This research uses a qualitative descriptive approach, with a case study design. There are 9 informants in this study consisting of school principals, vice-principal, teachers, and TU (Administration Division) employees. Data collection techniques used are in-depth interviews, participant observation, and documentation studies. Data analysis techniques include data reduction, data presentation, drawing conclusion and verification. The results showed that: (1) Multicultural values developed included: (a) values of mutual respect, (b) values of democracy, (c) values of tolerance, (d) values of harmony, and (e) values of fairness and equality. In the management of education that internalizes multicultural values is carried out by several methods, namely internalization through: (i) school vision and mission, (ii) subjects, (iii) extracurricular activities, (iv) structuring classroom layouts and assignments, and (v) religious and national holidays celebration.*

**Keywords:** *Management of Education, Multicultural Values, School Culture, Implications of Multicultural Values*

### I. INTRODUCTION

Education is an important indicator which determines the progress of a nation (Aziizu, 2015). Education takes part to develop student's potential to be better. In education, there are values that need to be cultivated in students' soul. The value of multicultural education is a standard behavior which believed in a person related to diversity. The values of multicultural education include justice, humanity, and tolerance. The value of justice is an attitude of putting things according to reality. Humanity values is an attitude of maintaining good relations with others. The value of tolerance is an attitude of respect for differences that exist in people's lives.

Triggers of conflict often occur since a lack of understanding of multicultural values among students. This is a threat that results in an attitude of respect and disrespect for other individuals or groups. The bad impact is the emergence of a prolonged conflict that results in brawls between students, persecution, bullying, which caused by the lack of mutual respect among students. In order to avoid these negative impacts, it is necessary to instill moral, ethical, and tolerance through multicultural education. Therefore, human nature is created with a variety of tribes, religions, races, which are socio-culturally religious also different.

Multicultural education contains complex meanings, namely education about cultural diversity, respect for plurality and heterogeneity because of differences in race, ethnicity, social class, and cultural groups (Dawan, 2003; Sulalah, 2011; Gollnick and Chinn, 2006; Mahfud, 2010; Abdullah, 2005). Multiculturalism is born from reflection on a group (Mashuri, 2016), which explores differences as a gift from God (Mahfud, 2014), by instilling an attitude of equality, mutual respect (plurality and heterogeneity), sincere, and tolerant over diversity (Naim and Sauqi, 2010; Kasinyo, 2012; Furkan 2012). Furthermore, students are taught to understand to recognize and respect that each group has the right to express themselves in their own ways. In the teaching of multicultural education, students are guided as early as possible to understand the meaning of *bhineka tunggal ika* (unity in diversity) and implemented it in daily life.

The key aspects in implementing multicultural education in schools are: (1) the absence of policies that inhibit tolerance, including the absence of contempt for race, ethnicity and gender; (2) growing sensitivity to cultural differences, including clothing, music and favorite foods; and (3) giving freedom to students to celebrate religious holidays and strengthen students' attitudes so they need to be involved in democratic decision making.

At the level of high school (SMA), multicultural education has a very important role in maintaining harmony in education. Students are instilled to think positively about various kinds of differences. An understanding of diversity leads to students' mindset to be open-minded and flexible for mutual respect.

As a favorite school institution and also under the auspices of the government and education offices, there is diversity and heterogeneous. Ethnic / tribal diversity data in SMA Randangan I, from 390 students there are Gorontalo ethnicities totaling 271 people (69.5%), Javanese 49 people (12.6%), Bugis 32 people (8.2%), Bali 30 people (7.7%), Toraja 2 people (0.5%), Minahasa 2 people (0.5%), Kaili 1 person (0.3%), Sangir 2 people (0.5%), and Lombok 1 person (0.3%). The existence of diversity and cultural differences will be vulnerable to disputes and conflicts in student interaction in the school environment.

The vulnerability of the conflict so far has not been despite the students coming from various tribes and religions. This condition becomes unique and interesting with the emergence of cultural acculturation that is maintained and respected among students. Even with the diversity of tribes and religions lead to positive activities that are built up from students and education providers.

Internationalization can be said as a process of inculcating concepts, ideas, as well as learning about the values and social norms of the community (Arofah, 2014; Kalidjihih, 2010; Scott, 2007), which have normative, functional and operational objectives (Mujib and Mudzakkir, 2006). The cultivation of multicultural values becomes an alternative through the application of educational strategies and concepts based on the use of diversity in society, especially those of students such as ethnic, cultural, linguistic, religious, and racial diversity. Based on this background, this research takes the title: "Internalization of Multicultural Values in Management of Education, which focuses on (1) multicultural values developed in intracurricular and extracurricular activities and (2) methods of internalizing multicultural values.

## II. RESEARCH METHODOLOGY

### a. Background and time of research

This research was carried out in SMA I Randangan in Motolohu Village, Randangan Sub-district, Pohuwato District, Gorontalo Province, from May to July 2019.

### b. Approach and type of research

The approach used in this research is a qualitative descriptive approach. The qualitative approach is used because there is a match between suitable characteristics and characteristics, including: (1) the main instrument is human/researcher, (2) descriptive, (3) fieldwork, and (4) holistic (Moleong, 2006).

This type of research is a case study. This case study research is directed to reveal an event or event regarding the internalization of multicultural values in the management of education which includes student workforce especially teachers and education personnel.

### c. The presence of researchers

The presence of researchers in the field as a key instrument in qualitative research is intended to directly observe the phenomena associated with internalizing multicultural values in the management of education. To obtain the desired data easily and completely, researchers must build high trust and avoid impressions that are detrimental to informants. The presence and involvement of researchers in the field must be known openly by the research subjects. In this connection the researcher took the following steps: (1) the researcher met with the principal to request permission to carry out the research, (2) surveyed the field to understand the actual setting of the study (3) carried out a visit to obtain initial research information.

### d. Data and data sources

The determination of data sources in this study was done by purposive sampling because sampling is based on the purpose (relevance) and depth of information to be captured. The intended data sources are illustrated in Table 1.

**Table 1. Research Informant Data in SMA Negeri I Randangan**

informant	Name	Code	Volum e	Description
The Principal	Rahim Nusi,SPd	RN	3X	Understand the problem of the study
Vice-Principal	La Samula,SPd	LS	4X	Understand student problems
Gorontalo Ethnic Teacher	Abdul Halim Adam,SPd	AHA	3X	Thoroughly understand of the culture different of Gorontalo ethnic
Bali Ethnic Teacher	I Nengah Budorasa,SPd	NB	3X	Thoroughly understand of the culture different of Bali ethnic
Javanese Ethnic Teacher	Dedi Artanto ,SPd	DA	3X	Thoroughly understand of the culture different of Javanese ethnic
Buton Ethnic Teacher	Sarsina,SPd	S	3X	Thoroughly understand of the culture different of Buton ethnic
Minahasa Ethnic Teacher	Meylin M.J Hutajuhu,S,Teol	MMJ H	3X	Thoroughly understand of the culture different of Minahasa ethnic
Employee	Suryanti	SRS	2X	Understanding student data with different

	Sunge,S.Ap			cultures
Employee	Mutna Mohi	MM	2X	Understanding student data with different cultures

**e. Data collection techniques and procedures**

To obtain data holistically and intergraphically, in the field and pay attention to the relevance of data, focus, and objectives in data collection three techniques are used, namely: (1) in-depth interviews, (2) participatory observation, and (3) documentation studies. These three techniques are the basic techniques in qualitative research (Bogdan and Biklen, 1982).

**f. Data analysis technique**

The data analysis process carried out in this study refers to the data analysis process submitted by Hadi (2004) and Sugiyono (2013), namely: after the data is read, studied, and analyzed, then the data is reduced, presented, draw conclusion and verification. The components of qualitative data analysis are as follows:

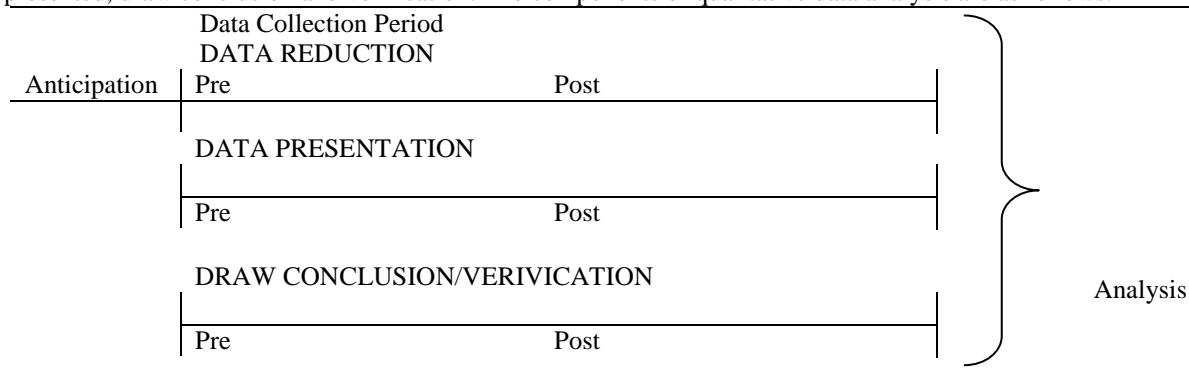


Image 1. Components and Process of Data Analysis  
Sources Adapted from Miles and Huberman (1984)

Explanation of each phase of the analysis is described as follows:

1. Data reduction. In reducing the data, the researcher takes several steps, namely: First, encoding the data in advance from the results of interviews, field notes, and observations that researchers do. Second, the researcher conducted the data sorting, from the results of the code that was made in the first step and then sorted, read back from each informant's answers and field notes that had been coded earlier. Third, the researchers then conducted a comparative analysis by cross-checking with other data sources.
2. Presentation of data. In this study the purpose of presenting data is done in the form of a brief description of the results of interviews, field notes and observations that have been made, made in the form of context diagrams, and presented in a table of research results.
3. In this study, the initial conclusions put forward are still temporary and will change if the researcher rediscovers the data that is more powerful supporting research. Therefore, researchers conducted conclusions and verification during and after the research took place.

**g. Checking the validity of the data**

In this research, several methods are needed to increase the validity of the data. In qualitative research, researchers use three criteria for the validity of the data, namely: credibility or the degree of trust, dependability of confirmation or certainty.

**III. RESULTS AND DISCUSSION**

**A. Research Findings**

**1. Multicultural Values Developed in Intracurricular and Extracurricular Activities**

The multicultural values consist of: (1) the value of mutual respect, (2) the value of democracy, (3) the value of tolerance, (4) the value of harmony, and (5) the value of justice and equality (the same fate). In more detailed research results on the multicultural values applied as follows:

**a. Value of mutual respect**

Treatment is carried out to teach students to respect each other in several aspects of the relationship, namely: (1) mutual respect between students of different religions, religions, and ethnicities, (2) mutual respect between students and teachers, (3) mutual respect between students and school staff, and (4) mutual respect between students and the community. In instilling the value of mutual respect, the behavior is implemented through religious activities carried out in each religion. As an example of Hindus and Christians who value their Muslim counterparts at each prayer, and vice versa. This was stated at the time of the interview, namely:

Yes, for example, in the activities of celebrating youth oaths, namely the flag ceremony using their respective regional languages, and in other religious activities. The reason is to strengthen the bond of kinship between each other and the sense of ownership of Randangan High School. Another form of cultural habituation is mutual help if there are students who are grieving even though they have different religions, cultures, and ethnicities. Also, students are reminded to support and support each other's organizations in religious activities, each school activity is pursued by all ethnic cultures displaying their respective advantages through the performing arts. For example, in the worship activities, a place for each religion is prepared so that the worship is not interrupted by each other (W/ RN.050719)

Other than some values of respecting others in the religious context, students are also instilled with mutual respect in the socio-cultural life. This was revealed, namely:

In learning, students are instilled a culture of respecting all things in every school activity like respecting art, customs, and ethnic differences. It also includes respecting differences in social status among students. This value of mutual respect is instilled since students enter into the Randangan 1 High School (W/ AHA.290619)

On several occasions, researcher also conducted discussions and observations on how to get along with students at school. This case was explained in observations namely:

On June 28, 2019, researcher took a visit between students' breaks. Researcher intend to get closer to students intending to observe more deeply about how to make friends, get along and treat with peers and with education managers. In this observation, the researcher saw the fun of laughter of students at school. A sense of brotherhood, a sense of respect for fellow students is very visible. Even during prayer breaks, non-Muslim friends invite Muslims to pray. The value of mutual respect can also be seen when a friend who is talking in a discussion with another friend does not interrupt or interrupt whatever he wants, but look first when his friend has finished speaking. This is a small behavior but has meaning for extraordinary mutual respect (O/ 180619).

The value of mutual respect is embedded so thick and strong, that this school is very conducive and safe. In addition, friendly teachers and academic staffs, who understand the main tasks and functions of each, so that misunderstandings and disrespect do not occur among education providers.

#### **b. Value of Democracy**

To provide space and freedom for students, the value of democracy is highly considered to be internalized in learning activities in schools. As stated in the interview results, that:

One of how a democratic culture can be carried out is by giving equal rights to all students for example opportunities to ask questions, express opinions, provide services/guidance from teachers, or be appointed in assigning certain tasks. This inculcation of the value of democracy provides students with the widest possible space to understand their rights and obligations in studying at SMA Negeri 1 Randangan (W/ NB.150719).

Based on point of view of school organizations, the value of democracy can be interpreted as providing equal space for students to be able to take part in school organizations such as the Osis (student organization), or any selection of delegation of activities. The emphasis on democratic values in schools was also expressed by informants in different interview sessions, that:

The value of democracy can provide space for students to talk, express their opinions and other students are given motivation to respect their fellow students at school. Submission of this opinion is also based on the ethics of submitting opinions, both fellow friends, teachers and in learning such as discussions (W/ AHA.29062019 and W/ S.280719).

Definitely, in guiding democratic values, it obviously cannot be separated from the role of teachers and school leaders. As stated by the deputy headmaster in student affairs, that:

Student guidance is done early from the beginning of the admission of new students until the student is accepted at school. Positive activities that support the formation of multicultural values are carried out such as the MPLS activities, guidance through extracurricular activities, guidance through ceremonial coaches, and always involve all tribes, cultures in activities in school and outside school (W / LS.050719).

The existence of democratic values in schools is clear that students are freer to express their rights, but not arbitrarily.

#### **c. Tolerance Value**

From the interpretation of the data, the results of the study also internalize tolerance values. This was revealed based on the results of interviews conducted with informants, that:

Motivate all students always to have an attitude of tolerance. This is because students who study at SMAN 1 Radangan have a variety of religions, so tolerance must be instilled early on (W / S.28 0719). In school relationships, the importance of providing encouragement and motivation so that students always give priority to the nature of tolerance, mutual assistance among students (W / AHA.290619).

The importance of internalizing the value of tolerance directs students to avoid actions that discredit, denounce, persecute, and consider group one stronger than other groups. This was emphasized by the subject teacher in the interview session conducted, that:

By involving students in activities in the school environment and the community environment both cultural activities and religious activities such as clean the environment of places of worship alternately. When students who are Muslim will face a holiday then students who are Hindu, Christian participate in social services to clean the mosque (W / NB.150719).

Besides conducting coaching with various activities aimed at understanding tolerance, it is also important to give rewards to students when they want to participate in tolerance aspects. This reward aims to give recognition to students for what they do. As stated, that:

In giving examples to other students, the need for giving praise/reward to those who have been able to practice tolerance or mutual respect. This award is a form of appreciation to students that the importance of maintaining tolerance between students both within the school environment and later in social life (W / DA.240719).

Tolerance values are needed relating to the management of education in schools. This relates to the conduciveness of the school atmosphere. Because, if students act intolerance, chaos will occur, conflicts between tribes will occur, so that thuggery behavior becomes increasingly prevalent in the school environment. Thus, the value of tolerance needs to be maintained and further developed in the management of education.

#### d. The Value of Harmony (smile, greetings, greetings)

The value of harmony indicates a good interaction that takes place at school. Harmonious conditions have the nature of social interaction wholeness and always uphold the principle of compliance in the school environment. As stated by the informant in the interview session, that:

Values that have also been developed into the culture are greetings, greetings, smiles both students, and other students and teachers. This value is intentionally planted to provide a sense of comfort, friendliness, family to whom the entire school community, and anyone who will later visit SMAN 1 Randangan (W / S.280719).

It was also revealed by other activities undertaken to achieve harmony are:

The existence of greeting behavior, handshake, mutual help between school residents. This has been entrenched among students and employees to always stay in touch and connect between students and employees. Since the conduciveness of the school will be maintained if there is a connection in the management of education (W / DA.240719).

These small and meaningful actions (smiles, greetings, greetings) are closely related to the harmony of school life. By this value is transferred into the everyday association. Giving a smile is also worship, giving greetings, and answering this greeting can foster a sense of comfort in the school community.

#### e. Values of Justice and Equality

The value of justice meant here is social justice, decision making, and material justice. From the results of the interview stated that:

Every school representative is always being represented by students who have different ethnic, religious, or cultural differences. This representative provides space between students to establish teamwork in an activity. The aim is to reduce jealousy among students, because of different tribes. And students are always involved in school activities both academic and non-academic (W / LS.50719).

In the management of education that internalizes multicultural values, applies a system of equality values. The value of equality for built-in schools is social equality. This means that where all students have the same status in terms of feeling education, obtaining services, feeling security, comfort, having voting rights and freedom of speech, having things elected and chosen in school organizations, and also the same social security. No far gap between "rich" and "poor" students, all students have the same degree/position in the school.

## 2. The method of internalizing multicultural values

Development of multicultural values is done through several methods/steps, namely: (a) internalized in vision and mission, (b) internalization in subjects, (c) internalization in extracurricular activities, (d) structuring in class layouts and assignments, and (e) internalization of religious and national holidays. Each method is explained in detail as follows:

### 1) Internalization of Multicultural Values in the School's Vision and Mission

In achieving success in the world of education, of course, schools will determine what is called a vision and mission. This will be a benchmark in determining the direction or main purpose of the school. Concerning research on education management that internalizes multicultural values, several things were obtained as revealed by the informant in an interview session with the Principal, namely:

In the vision and mission, it has not yet described the diversity or multicultural that exists in this high school, but through character fostered teachers and subject teachers consisting of 4 religions aimed to hone about how to learn in the diversity that exists for each student (W/ RN .050719).



This was also conveyed by the deputy headmaster for student affairs, that: The Vision and Mission of the school have not yet elaborated on the “word” multiculturalism, but in its implementation at the school has been running and implemented. If there is also an effort to renew this vision and mission, it can only be changed through workshops at the school level (W/ LS.50719).

Likewise expressed by subject teachers, that:

At present activities related to multicultural values have been carried out or implemented, but have not been stated in the vision and mission of the school (W / NB.150719). The Vision and Mission have not yet been elaborated but the inculcation of multi-cultural values is already underway. Besides that, habituation has also been carried out that leads to the superiority of multicultural values (W / DA.240719; and W / MMJH.240719).

To achieve success in internalizing multicultural values, the need for concrete actions is not just stated in the vision and mission of the school.

## 2) Internalization of Multicultural Values in Subjects

The second method of internalization is integrating into subjects in school. Internalization in this subject never discriminates where students come from, what religion, what tribe, whether or not rich, whose children they are. As stated by the subject teacher, namely:

The learning process that is carried out always tries not to prioritize one culture or ethnicity, but always is oriented towards diversity in the class. For example, in giving examples of culture. Namely the values of tolerance, mutual respect, the value of justice, humanity, togetherness or cooperation (W/ NB.150719).

Implementation of learning without differentiating these students, it is revealed that:

The teacher always gives service evenly, not discriminating. This is where the teacher is tested in treating students in school. The services that I have provided so far have never conflicted with the rights and obligations of students due to ethnic, religious differences. Especially in granting grades and so on, this is purely from the ability of these students (W / MMJH.240719).

Furthermore, it said that:

The learning process is carried out equally evenly, the same is not different in service. Because in this school very highly upholds diversity, there are many differences but in learning not from ethnicity or race "(W / S.280719). Although different tribes among students in this school do not affect the learning process (W/ AHA.290619).

However, not as a whole, the subject integrates with insight into multicultural values. The results showed that:

Only certain subjects integrate multicultural values into the subject matter, such as Civics, Religion, History and Cultural Arts. Integration in subjects in the curriculum at the educational unit level is the application or integration of multicultural education clearly (W/ LS.50719).

In the implementation of their learning the students also rarely seen debates occur due to ethnic or religious differences, it can even be said that there has never been a conflict or reproach when there was a discussion in the classroom on the diversity of Indonesia. This was revealed by the subject teacher, namely:

The learning process is carried out evenly regardless of ethnicity/class. There was never a debate that led to conflict, students were opened the opportunity to discuss among tribes (W/ AHA.290619). The debate that occurs in learning in the classroom as conveyed namely: the meaning of diversity and culture or habits. Even in the implementation of the practicum, students often exchange traditional clothes, learn local languages and others (W/ NB.150719).

To achieve learning success that internalizes multicultural values, the teacher uses a variety of learning methods. The results showed that:

The learning method used is group work, debate, discussion to get to know each other between students in different tribes. To foster enthusiasm in learning the teacher provides reinforcement of characters such as the retention of the opinions of each student, which will be directed that which students are right and wrong opinions. The discussion cannot be separated from the value of mutual respect, mutual respect when the learning process (W / AHA.290619).

Other methods applied in the learning process as revealed by the subject teacher are:

Learning methods, in this case, are discussions and assignments about diversity. Students are given assignments to diversity, analyze diversity, give examples of diversity in the neighborhood, and are able to give meaning to diversity. Furthermore, also in instilling tolerance values in students (W/ S.280719).

The method of internalizing multicultural values in learning has been carried out. In the observation session, the researcher found that the case studies revealed in the exercise questions were phenomena that occurred around these students. This is very good because it directs students to be able to think realistically with the case solutions provided. The point is that internalization into subjects is very important in order to foster a spirit of togetherness and respect for students and school residents.

## 3) Internalization of Multicultural Values in Extracurricular Activities

Besides being internalized in learning in the classroom, multicultural values are also integrated into extracurricular activities. Research results on internalizing multicultural values in extracurricular activities revealed that:

The application of multicultural values is integrated into the following activities: (1) flag ceremonies in regional languages, (2) cultural parades, such as in the parade students are assigned to display their respective traditional clothing, (3) regional dance competitions. These activities are carried out annually both locally, regionally and nationally. This is where students are included to display the uniqueness of each culture (W/ NB.150719).

Other than that, the types of extracurricular activities that are followed by students according to the vice governor in the student field, namely:

The types of extracurricular activities that were followed were as follows: (a) commemorating the Gorontalo Hut, (b) commemorating National education days and other national days (ceremonies using the introduction of the regional languages of each parade by using the clothing of their respective regions), (c) activities scouting, (d) camping camp, (e) sports week, (f) arts and culture week, and others (W / LS.050719).

Extracurricular activities allow students to interact more with students outside of school. So that it will be able to add insight, togetherness, tolerance and interpret the differences contained in each activity. This internalization framework is important to be able to further advance students towards better and sharpen students' critical thinking.

#### 4) Internationalization of Multicultural Values in Class Lay Out and Assignment

In an effort to internalize multicultural values, teachers in subjects such as Pkn, Religion, History, Art, and Culture manage the layout of the class (Layout) in the learning process. The layout is as expressed as follows:

Class settings are carried out one after another, for example, made in groups, circles, facing each other, the "U" shape, and adapted to classroom conditions. When assigning groups, class arrangements will be made in groups, when discussions and lectures then class arrangements are made like the "U" shape, this is to establish interaction between students (W / NB.150719).

Another thing was conveyed that:

Students are formed in a group consisting of several tribes in the group the task is to learn according to the customs that are owned and also to understand the customs or culture of other students. After that the next thing they were assigned to explain the task in front of the class (W/ AHA.290619).

In addition to setting the class layout, the teachers also provide assignments that are directed at understanding multicultural values in several subjects. It is revealed that:

Student seats blend among several tribes in one class, as well as in the division of group assignments. Assignments such as learning local languages from other tribes and learning the art from other regions. Surely this will have an impact on the mastery of regional languages and mutual respect for their respective regional languages (W / S.280719).

Furthermore, the subject teacher revealed that:

The students were assigned to explore information about the diversity of Indonesia, such as finding as much information about different cultures, memorizing the traditional clothes of each region, and regional languages. This assignment does not only stop when studying in the classroom, but later will be followed when there is a commemoration of the national day (W / MMJH.240719).

Achieving successful learning in internalizing multicultural values is very important for teachers to do class layout and assignments. The classroom setting is an indicator of achieving optimal learning.

#### 5) Integration into Religious and National Holidays Celebration Activities

Increasing tolerance to students, the school manager also teaches students to visit each other in celebrating religious holidays. This was revealed in the results of the study that:

Students participate in religious activities such as the slaughter of sacrificial animals for Islam, and Christmas celebrations for Christianity as well as celebrations ahead of Nyepi for Hinduism. Besides that, students visited each other when the big day of each religion came. For example, when Eid al-Fitr, who are Christians and Hindus come to visit and stay in touch with Muslim students' homes (W / LS.050719).

Efforts to internalize religious activities are shown to recognize the ways in which each religion engages. This is to reduce the divisions and bad assumptions of the adherents of the religion of Islam, Hinduism, Christianity, Protestantism, so that it will create a sense of tolerance and a sense of belonging among students. Therefore, the informant revealed that:

This integration is done by providing services, attention in the same learning process to different students means not only giving attention to only certain tribes but alternating when later dating religious holidays. This inculcation of behavior is carried out such as inviting and giving examples to always carry out worship in accordance with the religion it adopts (W/ NB.150719).

In addition, cleaning activities of places of worship in every celebration of religious holidays such as the celebration of Christmas, IdulFitri, and Nyepi (W/ AHA.290619). Students are given an example of mutual

hospitality to students of different ethnic or religious backgrounds. Every year a carnival is held by displaying traditional clothes from various tribes (W/ S.280719).

Besides, in addition to the celebration of religious holidays also said that:

The activities carried out are social services in public places on every national holiday celebration activity. This usual social service is carried out on the initiative of the school through the student council and the school manager, and also because of the combined social service is given by the education agency. The location of social services prior to the celebration of national holidays such as ceremonial courts, places of performances / cultural performances and contests in celebrating the national day (W / AHA.290619).

Therefore, in order not to create a rigid impression on students' association and as a medium of understanding other students' religions, it is important to internalize multicultural values through celebrations of religious holidays and national holidays. To understand more clearly the internalization of multicultural values is presented in image 2.

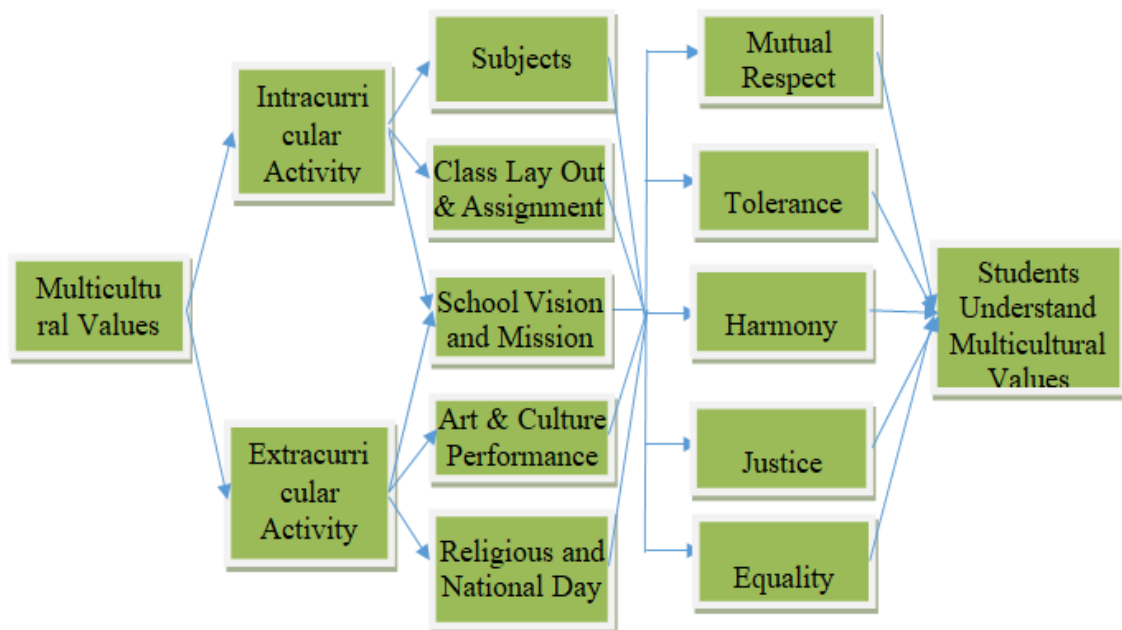


Image 2. Context Diagram of Internalization of Multicultural Values in SMAN 1 Randangan

## B. Discussion

### 1. Multicultural Values Developed in Intracurricular and Extracurricular Activities

Internalization of multicultural values is one way to introduce diversity to students without questioning differences in religion, gender, ethnicity, race, ethnicity, culture, social status and so on (Satria, 2017).

The results show that the values develop inter curricular and extracurricular activities are: (a) the value of mutual respect, (b) the value of democracy, (c) the value of tolerance, (d) the value of harmony and (e) the value of equality and fairness. This result is reinforced by Rufaida (2017), that the results of the study obtained values developed in schools namely the value of tolerance, and mutual respect. Usman and Widyanto (2019), revealed that multicultural values were instilled namely: 1) Respect; 2) brothers; 3) Freedom; 4) Cooperation; 5) Helping; 6) No discrimination; and 7) Sharing. It was also reported by Kamalia (2016), that the results of multicultural internalization namely having democratic values, equality, and justice, oriented to humanity, togetherness, and peace, developing attitudes to recognize, and accept respect diversity.

Overall research finding on multicultural values developed in intracurricular and extracurricular activities are explained as follows:

#### a. Value of Mutual respect

The orientation of planting multicultural values is nothing but human-oriented. This is meant is the mutual respect between humans themselves. Therefore, the nature of mutual respect is needed in order to increase human dignity. In this case, the value of mutual respect is also needed in the school environment. The development of the value of mutual respect in schools has implications for the development of students' potential to live together, unite, and be comfortable associating in school. It can be imagined if the value of mutual respect is not applied in schools, then social imbalances will certainly occur.



In addition to mutual respect in daily interactions, the actions carried out by the school provide reinforcement to respect art, customs, and ethnic differences. In some activities, school students are always included in art events both by the school and outside the school. The aim is for students to appreciate the diversity of arts and community customs. So that from this activity will grow a sense of brotherhood, a sense of belonging and a sense of responsibility from the school community. Therefore, Usman and Widyanto (2019) say that the value of mutual respect is a starting point for students to foster tolerance in the future.

#### **b. Value of Democracy**

The research results obtained that the direction of internalizing democratic values in the management of education in schools in the direction of equality, equality between rights and obligations. Furthermore, the democratic values that are instilled provide equal treatment in the process of learning and teaching activities carried out between students and educators, and between students and education personnel. In school activities, all students are given the freedom to express themselves to achieve optimal performance in school. Since the true principle of democracy in schools is from students, by students and for students, for the betterment of educational institutions.

Efforts to internalize democratic values have been carried out through activities aimed at building both internal and external schools. Some positive activities that were followed by students were based on interview studies and documentaries such as LCC 4 pillars of national and state life, LCC 4 pillars of the TAP MPR RI, education and culture expo, ancient roaming, camps for the character of state defense, and camps for character strengthening.

#### **c. Value of Tolerance**

The tolerance value that is instilled in students covers various aspects of life in school. According to the informant, the simplest form of tolerance for tolerance is accepting and giving freedom to other religions to embrace and worship according to their beliefs. From a variety of religions, and not just mono-belief. Students are directed to be able to accept, appreciate, give recognition to other groups of students both in the meaning of religion, ethnicity, religious symbols, the meaning of the nature of the worship of each religion. School recognition that accepts all elements of a pluralistic and multiculturalist system. Why this award is done is nothing but to achieve the ideal conditions that are desirable namely harmony and peace.

Tolerance is ultimately interpreted as an attitude of mutual respect, mutual respect, and not arbitrary toward a non-dominant party. That is, not because a group appears more dominant than another group, making this dominant group can arbitrarily apply the values they have to other groups in terms of a quantity less, which does not rule out having different values (Anam, 2016).

#### **d. Value of Harmony**

The atmosphere is so conducive. Harmonious values can be seen from the indicator that there is no dispute that occurs between school residents. Harmonious attitudes here reflected three aspects, namely: (1) harmony among fellow school members. This is indicated by the social attitude that is shown to be very friendly and kind. (2) harmony with the creator. This is reflected in the religious activities and engagements carried out, that of all religions do their respective engagements. If Muslim students worship in a mosque, non-Muslims worship in the classroom, because the facilities for places of worship are limited. However, the atmosphere is maintained in a very harmonious. (3) harmonious with nature and the environment. This behavior is reflected in the number of trees, parks built, school cleanliness, and loving nature. This attitude is a factor of harmony between humans and nature.

Furthermore, harmonious behavior is also shown in the context of the behavior of smiles, and greetings which are behaviors that are commonly thought but difficult to implement. Especially if the ego is high, the behavior of greetings and smiles is very rarely done, because they feel themselves taller, better and must be respected and do not want to appreciate. When examined based on the postulates of religion, all religions teach the value of harmony in this life. These teachings are not only conceptually trusted but more than that is interpreted factually and become guidelines in human life.

#### **e. Values of Justice and Equality**

In life and social interaction, we are very easy to say "fair" but very difficult in its implementation. Sometimes what we say is not certain we can do as fairly as possible. The value of justice contains a balanced meaning. If we analogize it like a "balance sheet", that balance sheet charge cannot be biased, it must be even and balanced. Justice is also related to the value of harmony because if the school is able to take a fair side in every decision making, a harmonious atmosphere will be realized. The school management has a challenge in being able to balance between the rights and obligations of every school member. Well, this is where in school management school leaders, teachers, school staff/employee is required to be fair, so also students must also be fair in the association.

Upholding the value of justice in the school environment is not as easy as thought. Fair decision making requires a foundation of self-wisdom that holds true and impartial. The school strives to always act fairly in the decision making, treatment of students, and provide rights that are duly accepted by students. For

example, it was revealed that in the provision of scholarships in schools. The school does not view these students as ethnic Gorontalo, Balinese, or Javanese. The school will determine parameters according to the procedure such as the value of learning outcomes, economic level, and others. Likewise, in every school representative at the Olympics, tournaments, camps, scouts. The school will determine based on the competencies and talents of each student. Not based on a "decision of certainty", that whose student this child is, whose family, which will later lead to prejudice that is not good in school management.

Regarding the value of justice in schools, from the informant's explanation, it was found that "giving a sense of justice does not mean that all must be the same, but based on the portion and needs". For example, class X students have different needs from class XI, so class XII students have very different needs from class X and XI students. This must be well weighed so that it will give students a fair sense.

Likewise, providing equal behavior in the school environment. The school never discriminates where students come from. This means that it does not distinguish strata, status, degrees or other interests attached to the individual student. So far, what the school has done is to provide equal treatment to all school residents. It also said that there was no difference in terms of "rich and poor", "male or female", "official or farmer's child", and others. Equal treatment, equal rights, equal protection are also always upheld in the management of education.

## 2. The method of internalizing multicultural values

Efforts to internalize multicultural values in the management of education are carried out with several methods both in intra-curricular and extra-curricular activities. Some of the internalization methods are:

### a) Internalization of Multicultural Values in Vision and Mission

Vision and mission are a description of the goals and ways to achieve school goals within the specified period. The description of the vision and mission of the school from various statements that have been disclosed by the informants that, indeed in the vision and mission of the school has not included the word "multicultural", but in its application has been done. Explicitly the word multicultural has not been described in the vision and mission, but factually and empirically it has been done and applied. In another discussion session, the researcher also conducted data validity on the vision and mission of the school towards the application of multicultural values, in the sense that multicultural values are associated with the word vision which is "*Berbudi Pekerti Luhur* or Virtuous Ethical Character". These previous words character with the application of religion and culture is what gave rise to the values of tolerance, democracy, justice, harmony, respect within the framework of diversity in the school environment.

### b) Internalization of Multicultural Values in Subjects

The ability of teachers to transfer knowledge and knowledge depends on the methods applied to their students. The method is related to the way or steps, the stages that are done to realize the objectives of learning. The teacher's role is vital in the effort to transfer knowledge. Therefore, the need to choose a method or learning model that specifically provides investment in multicultural values, such as discussion, case studies, brainstorming, and field studies.

Investment in multicultural values in learning needs to be done by developing learning models in integrating multicultural values in learning material (Lestariningsih et al., 2018; Rufaida, 2017). This integration gave birth to interactive learning patterns, collaborative learning and student-oriented learning (Susanto, 2011).

### c) Internalization of Multicultural Values in Extracurricular Activities

Extracurricular activities that are scheduled such as (a) commemorating the Gorontalo Anniversary, (b) commemorating National education day and other national days (ceremonies using the introduction of the regional languages of each parade by wearing clothing of each region), (c) scouting activities, (d) *kemah bakti* (camping), (e) sports week, (f) arts and culture week. These activities are very positive for the successful internalization of multicultural values in the management of education

To further strengthen the multicultural value of schools applying it in other general activities such as (1) flag ceremonies in local languages, (2) cultural marches, such as in marching students are assigned to display their respective traditional clothing, (3) regional dance competitions. This extra activity becomes a vehicle for students to further develop themselves and proceed in finding their true identity before entering the higher education level.

### d) Internalization of Multicultural Values in Class Lay Out and Assignment

Arrangement of the class layout in learning is very important to be done to make a conducive learning atmosphere. Classroom management such as the "U" model has been carried out by teachers in conducting teaching. This model allows students to be able to interact more with their fellow students and interact with subject teachers. This has become a good treatment in developing students' confidence in being able to submit statements, statements, opinions, and suggestions for solutions in the teaching and learning process.

### e) Integration into Activities of Celebrating Religious and National Holidays

In this condition, students and school members are taught to visit when one of the religions carries out its religious holiday. As stated by the informant that religious holiday celebrations are often followed by

students. For example, on Eid al-Fitr, non-Muslim students come to visit Muslim students' homes to make friends. Likewise, if Hinduism is celebrated, such as *Galungan* and *Kuningan*, Muslim and Christian students visit Hindu student homes.

Aside from celebrating religious days, it is also integrated with national holidays, such as August 17 (independence day), Youth Oath Day (Hari Sumpah Pemuda), Education Day and others. For example, at the celebration of Independence Day, all elements of religion and ethnicity were involved. It is also often made contests related to ethnic and cultural diversity. Moreover, a parade and cultural performances showcasing the diversity of traditional clothing of each tribe. The momentum that is often followed is very good in order to familiarize students with becoming more familiar with diversity so that they remain united in being conducive to harmony.

#### IV. CONCLUSION

Multicultural values developed in intracurricular and extracurricular activities include: (a) values of mutual respect, (b) democratic values, (c) values of tolerance, (d) values of harmony and (e) values of equality and (f) values of justice. In internalizing multicultural values, several methods are used, namely: (i) Internalization of Multicultural Values in School Vision and Mission, (ii) Internalization of Multicultural Values in Subjects, (iii) Internalization of Multicultural Values in Extracurricular Activities, (iv) Internalization of Values Multiculturalism in Class Layout and Assignment, and (v) Integration into Religious and National Holidays Celebration Activities.

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