

# Implementation of Multicultural Education through PPKn Learning in Building Tolerance Attitudes of Elementary School Students: A Case Study at SDN 011 Lakahang

Hasnawia H., Ary Purwantiningsih, & Sidik Puryanto

Universitas Terbuka, Jl. Cabe Raya, Pondok Cabe, Pamulang, Tangerang Selatan, 15437, Indonesia

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## Abstract

This research explores the application of multicultural education principles within Pancasila and Citizenship Education (PPKn) curriculum to cultivate tolerance attitudes among fourth-grade students at SDN 011 Lakahang, located in Mamasa Regency, West Sulawesi Province. Employing qualitative descriptive methodology, this investigation examines pedagogical strategies for integrating multicultural values within a predominantly homogeneous educational environment. Data collection utilized in-depth interviews, systematic observations, and comprehensive documentation analysis involving educators, students, families, and community stakeholders. Research outcomes demonstrate that strategic implementation of multicultural education through PPKn instruction effectively promotes tolerance development through diverse pedagogical approaches including content diversification, knowledge construction facilitation, prejudice mitigation, and equitable teaching practices. The investigation identifies implementation challenges including restricted diversity exposure and provides valuable insights regarding factors that influence successful multicultural education delivery in homogeneous educational contexts.

*Keywords:* Multicultural education, tolerance development, PPKn instruction, elementary education, character formation.

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## 1. Introduction

The remarkable cultural diversity of Indonesia, encompassing more than 1,300 ethnic communities distributed across 17,508 islands, creates both exceptional possibilities and considerable challenges for maintaining national unity and social harmony (Badan Pusat Statistik, 2011). The fundamental significance of this investigation emerges from addressing the pressing necessity to cultivate tolerance attitudes among young learners within an increasingly diverse yet frequently segregated educational environment (Tatang Herman et al., 2022; Banks, 2010). While globalization accelerates cultural exchanges and simultaneously generates potential for social tensions, educational institutions must function as primary venues for promoting intercultural understanding and mutual respect (Zamroni, 2011; Gay, 2002).

The Indonesian educational landscape presents distinctive complexities in multicultural education implementation. Although the national motto “Bhinneka Tunggal Ika” (Unity in Diversity) emphasizes accepting differences, numerous educational institutions function within relatively uniform communities that restrict students' direct engagement with cultural diversity (Tilaar, 1999; Winataputra, 2016). This contradiction generates substantial pedagogical challenges for educators attempting to develop students' multicultural competencies and tolerance attitudes without significant real-world diversity experiences (Mazid & Suharno, 2019; Purnama, 2021).

The innovative aspect of this research stems from its concentration on implementing multicultural education within a predominantly uniform school environment, which differs significantly from most existing studies that examine multicultural education in highly diverse settings (Dewi et al., 2020; Sujud & Utomo, 2023). Previous investigations have primarily focused on multicultural education implementation in schools with substantial demographic diversity, creating a significant gap in understanding how to effectively develop tolerance attitudes when students have limited direct exposure to cultural differences (Al-Ansori, 2018; Sutisnawati et al., 2023).

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\* Corresponding author.

E-mail address: .....

Pancasila and Citizenship Education (PPKn) functions as a vital vehicle for character development and democratic citizenship preparation in Indonesian educational institutions (Sapriya, 2021; Wahid et al., 2023). The integration of multicultural education principles within PPKn curriculum presents considerable potential for developing students' tolerance attitudes, critical thinking abilities, and democratic values (Wulandari et al., 2022; Tsalisa, 2024). However, systematic research examining this integration process, particularly in homogeneous educational settings, remains limited (Tirtoni, 2016; Sati & Dewi, 2021).

The theoretical foundation for this investigation draws upon Banks (2010) multicultural education framework, which emphasizes five essential dimensions: content integration, knowledge construction process, prejudice reduction, equity pedagogy, and empowering school culture. These dimensions provide a comprehensive lens for examining how multicultural principles can be systematically integrated into PPKn learning to foster tolerance attitudes (Banks, 2010; Karman et al., 2022). Additionally, theoretical perspectives on intergroup contact inform understanding of how structured educational interventions can reduce prejudice and promote positive intergroup attitudes even in contexts with limited diversity (Atmajaya, 2020; Arphattananon, 2021).

Contemporary research emphasizes that tolerance attitudes must be actively cultivated through intentional pedagogical practices rather than emerging naturally from mere exposure to information about different cultures (Suryana & Rusdiana, 2015; Baharun & Awwaliyah, 2017). This perspective underscores the critical role of educators in designing and implementing learning experiences that challenge students' assumptions, broaden their perspectives, and develop empathy for others' experiences (Sakallı et al., 2021; Aziz & Jahan, 2021).

The significance of developing tolerance attitudes during elementary school years cannot be overstated, as this developmental period represents a critical window for forming attitudes, values, and social perspectives that often persist into adulthood (Hafid et al., 2015; Nurrila et al., 2020). Research consistently demonstrates that children's prejudicial attitudes, if left unaddressed, tend to solidify during middle childhood and become increasingly resistant to change (Abdulatif, 2021; Latifah et al., 2022).

SDN 011 Lakahang presents an intriguing case study context, as the school serves a predominantly Muslim student population with only one Christian student among 96 total students. This demographic composition reflects broader patterns in many Indonesian rural schools, where religious and cultural homogeneity often characterizes the student body (Ensiklopedia Dunia, 2024). The limited diversity within the school community necessitates innovative pedagogical approaches to multicultural education that do not rely solely on direct contact with cultural others (Sari et al., 2020; Purwati et al., 2022).

This research addresses a critical gap in multicultural education literature by examining how tolerance attitudes can be effectively developed in homogeneous educational environments through systematic PPKn curriculum integration. The study's findings contribute to understanding effective pedagogical strategies for promoting intercultural competence and democratic citizenship values in contexts where direct diversity exposure is limited (Wulandari, 2020; Nadia, 2023).

## **2. Research Method**

This qualitative research employed a descriptive case study approach to examine the implementation of multicultural education through PPKn learning at SDN 011 Lakahang. The case study methodology was selected for its capacity to provide comprehensive understanding of complex educational phenomena within their natural contexts (Sugiyono, 2013; Anggito & Setiawan, 2018). This approach enabled thorough exploration of the intricate relationships between pedagogical practices, student responses, and contextual factors influencing multicultural education implementation (Arikunto, 2013).

### *2.1. Research Setting and Context*

The investigation was conducted at SDN 011 Lakahang, situated in Tabulahan District, Mamasa Regency, West Sulawesi Province, Indonesia. The school accommodates 96 students across six grade levels, with the fourth grade comprising the primary focus of this investigation. The selection of this particular school was purposeful, based on its unique demographic composition: 95 Muslim students and one Christian student, representing a predominantly homogeneous religious environment that presents distinct challenges for multicultural education implementation.

## 2.2. Participants and Sampling Strategy

Purposive sampling was employed to select information-rich participants who could provide comprehensive insights into multicultural education implementation. The participant pool included: (1) Two PPKn teachers responsible for fourth-grade instruction; (2) Twelve fourth-grade students representing diverse academic performance levels; (3) Eight parents of participating students; (4) Two community leaders familiar with local educational contexts; (5) The school principal and one administrative staff member.

## 2.3. Data Collection Procedures

Data collection occurred over a three-month period (January–March 2025) using multiple methods to ensure comprehensive understanding and data triangulation (Miles & Huberman, 2014).

### a. Systematic Observation

Structured classroom observations were conducted during PPKn lessons to document teaching strategies, student interactions, and manifestations of tolerance attitudes. Observation protocols focused on: pedagogical approaches used to integrate multicultural content; student responses to diversity-related discussions; classroom climate and peer interactions; teacher-student dynamics during multicultural learning activities.

### b. In-depth Interviews

Semi-structured interviews were conducted with all participant categories using interview guides tailored to each group's perspectives and experiences. Interview topics included: understanding of multicultural education concepts; experiences implementing/receiving multicultural education; perceived challenges and facilitating factors; observations of student attitude changes; community support for diversity education.

### c. Document Analysis

Relevant documents were systematically analyzed, including: lesson plans (RPP) for PPKn classes; instructional materials and textbooks; student assignments and projects; assessment rubrics and records; school policies related to character education; curriculum guidelines for PPKn instruction.

## 2.4. Data Analysis Procedures

Data analysis followed Miles and Huberman's (2014) three-stage process, implementing systematic qualitative data management and analysis procedures.

### a. Data Reduction

Raw data from observations, interviews, and documents were systematically reviewed and condensed through initial coding processes. Irrelevant information was eliminated while retaining data directly related to research questions. Initial codes were developed inductively from the data while remaining sensitive to theoretical frameworks guiding the study.

### b. Data Display

Organized data were presented through various visual formats including matrices, flowcharts, and thematic networks to facilitate pattern identification and relationship exploration. These displays enabled systematic comparison across data sources and participant groups.

### c. Conclusion Drawing and Verification

Preliminary findings were developed through iterative analysis processes, with conclusions continuously tested against additional data and alternative explanations. Member checking procedures were employed to verify interpretations with participants.

## 2.5. Quality Assurance and Credibility

Multiple strategies ensured research credibility and trustworthiness:

*a. Triangulation*

Data source triangulation involved collecting information from multiple participant types, while methodological triangulation employed diverse data collection approaches. This multi-faceted approach enhanced finding validity and reliability.

*b. Prolonged Engagement*

Extended fieldwork duration allowed for relationship development with participants and deep understanding of contextual factors influencing multicultural education implementation.

*c. Member Checking*

Preliminary findings were shared with key participants to verify accuracy and obtain feedback on interpretations. This collaborative approach enhanced research credibility and participant voice representation.

*d. Peer Debriefing*

Regular discussions with experienced qualitative researchers provided external perspectives on analysis processes and finding interpretation, reducing potential researcher bias.

### **3. Results and Discussions**

#### *3.1. Implementation of Multicultural Education through PPKn Learning*

The implementation of multicultural education through PPKn learning at SDN 011 Lakahang demonstrates a systematic approach to tolerance development despite the school's predominantly homogeneous demographic composition. Research findings reveal that Teacher Asriati employs continuous knowledge acquisition from multiple sources, including textbooks, personal teaching experiences, and technological resources, supporting dynamic learning approaches aligned with contemporary educational developments. This aligns with Widyawati (2019) research emphasizing that effective teachers must possess comprehensive classroom management abilities to enhance student motivation and learning engagement.

The primary implementation strategy involves heterogeneous group work methodology, where Teacher Asriati strategically combines students with varying learning abilities: "The group work method I use combines students who are quick to understand with those who are slower, so that the faster students can help their slower peers, naturally creating cooperation" (Teacher Interview, January 15, 2025). This approach demonstrates practical application of Gay's (2002) theoretical framework, which emphasizes integrating multicultural values across cognitive, affective, and psychomotor learning dimensions rather than treating multicultural education as a discrete subject.

Content integration occurs through multimedia presentations featuring diverse Indonesian cultural examples, traditional stories from various regions, and comparative cultural studies. Despite limited local diversity, teachers successfully introduce students to Indonesia's 1,340 ethnic groups through virtual cultural experiences and carefully curated materials. This finding supports Herman et al. (2022) assertion that multicultural education should be implemented as a comprehensive, universal approach to addressing educational diversity issues.

Character value integration represents another crucial implementation strategy. Teacher Asriati notes: "PPKn learning greatly helps because diversity and tolerance values are embedded in the subject matter, allowing us to teach students to accept and interact with peers who have differences" (Teacher Interview, January 15, 2025). This approach reflects Tilaar's (2014) emphasis on incorporating universal character values into school curricula while considering Indonesia's diverse societal context, as confirmed by Purwati et al. (2022) research on tolerance value cultivation in educational practice.

#### *3.2. Student Tolerance Attitude Development and Outcomes*

The most significant evidence of successful tolerance development emerged through observing the Christian student's behavior during Islamic religious instruction. Teacher Asriati documented: "Students understand religious tolerance - when others are learning religion and the Christian student cannot participate due to no teacher, he sits quietly and doesn't disturb his classmates, even paying attention to the learning quietly" (Teacher Interview, January 15, 2025).

This behavior demonstrates deep internalization of tolerance values extending beyond superficial compliance to genuine mutual respect, supporting Zai et al. (2024) findings that character values can be effectively realized through PPKn learning focused on student character development.

Student responses further validate implementation effectiveness. Student Hafif stated: “When learning PPKn in class, I was taught by the teacher about the importance of respecting cultural differences at school. I also learned tolerance attitudes from experiences interacting with friends from different backgrounds” (Student Interview, January 18, 2025). Student Rizky added: “I enjoy learning about cultural differences and my friends' habits. I feel I understand and respect differences better after learning about multicultural education” (Student Interview, January 18, 2025). These responses align with Adji (2023) research confirming that teachers can implement multicultural education effectively through systematic planning and diverse teaching materials.

Assessment reveals significant improvements across multiple tolerance dimensions: enhanced collaborative behaviors during group activities, reduced bullying incidents, improved empathy development, and increased acceptance of peers with different backgrounds. Students report feeling more comfortable in school environments that value and celebrate differences, creating harmonious interactions among classmates. This supports Purnama (2021) findings that students gain contextual learning experiences by understanding and implementing tolerance values in daily life.

### *3.3. Implementation Challenges and Adaptive Solutions*

Despite positive outcomes, several challenges constrain implementation effectiveness. The primary challenge involves ineffective lesson plan utilization, where Teacher Asriati acknowledges: “As a teacher, I prepare RPP but don't use it as guidance during teaching, I only look at indicators that need to be achieved through the material to be taught” (Teacher Interview, January 15, 2025). This finding aligns with Baadilla et al. (2023) research emphasizing that effective RPP utilization significantly influences learning success, highlighting needs for enhanced teacher preparation and systematic support systems.

Student motivation variability presents additional challenges, with teachers noting difficulty maintaining focus during lessons: “The biggest difficulty I experience is when facing students who can't stay calm and focus during PPKn learning because students are noisy during lessons” (Teacher Interview, January 15, 2025). This reflects broader issues in engaging diverse learning preferences, supporting Dasna et al. (2020) recommendations for creating engaging learning environments through interesting information presentation and positive student interactions.

Technology integration limitations pose significant constraints, as teachers acknowledge available digital resources but lack technical competency for effective utilization. This mirrors findings from Adianti et al. (2023) research showing low digital learning media utilization levels due to educators' comfort with conventional approaches and limited technological proficiency.

Language barriers create substantial communication challenges, requiring teachers to translate Indonesian materials into local languages for student comprehension. This reflects Simanullang et al. (2024) findings that students' language skills are influenced by limited understanding of standard Indonesian, regional language influence, and informal communication habits.

Resource limitations beyond textbooks create repetitive learning experiences that bore students. Teachers express needs for diverse materials such as cultural puzzles and interactive activities, supporting Qori et al. (2023) research demonstrating the effectiveness of series picture puzzles in enhancing elementary student engagement and learning outcomes.

### *3.4. Tri-Center Education Theory Validation*

The research strongly validates the tri-center education theory encompassing family, school, and community influences. Parent Hans Alventold demonstrates strategic commitment to diversity exposure: “I want my child to be present in the midst of world diversity, becoming someone who can be accepted and accept others with different backgrounds. This is one reason I enrolled my child in a school where the majority religion differs from my child's religion” (Parent Interview, January 18, 2025). This deliberate school choice reflects sophisticated understanding of diversity preparation for future social participation, supporting Asiyani et al. (2023) research on harmonious parental relationships' importance in character formation.

Community leader Ibrahim observed significant tolerance manifestations in daily village life: “Specifically in our area in Lakahang village, Pancasila and Citizenship Education values in community life are clearly visible during religious celebrations like Christmas, where both children and adults never engage in excessive activities that might disturb neighbors who are predominantly Christian, and likewise during Ramadan” (Community Leader Interview, January 14, 2025). This finding supports Hukunala's (2024) research confirming that Pancasila values implementation extends beyond concepts to deeply embedded daily community practices.

The alignment between family values, school instruction, and community practices creates a supportive ecosystem for multicultural education, enhancing the likelihood of permanent attitude and behavior changes. This supports Vygotsky's theory that social-cultural environmental roles influence individual knowledge and cognitive development through co-constructive processes of building understanding in social interactions with teachers, peers, family, and community (Suciati, 2019).

### 3.5. Theoretical and Practical Implications

This research provides compelling evidence that systematic multicultural education can effectively develop tolerance attitudes in homogeneous educational environments through intentional pedagogical design, teacher commitment, and community engagement. The successful combination of group work methodologies, content integration, character value embedding, and bilingual adaptation demonstrates practical application of multicultural principles regardless of demographic composition.

The findings challenge conventional assumptions that meaningful multicultural education requires substantial demographic diversity within learning communities. Instead, virtual cultural experiences, strategic pedagogical approaches, and systematic character value integration can successfully develop intercultural competence and tolerance attitudes. This has significant implications for rural and homogeneous schools worldwide struggling to implement multicultural education due to limited local diversity.

The validation of tri-center education theory emphasizes that sustainable tolerance attitude development requires coordinated support across family, school, and community spheres. The research demonstrates that when these three educational centers align in supporting multicultural values, the resulting impact on student character development becomes significantly more profound and lasting.

Future research should examine multicultural education implementation across diverse homogeneous contexts to identify universal principles and context-specific adaptations, while investigating the long-term persistence of tolerance attitudes developed through systematic multicultural education interventions.

## 4. Conclusion

This comprehensive investigation of multicultural education implementation through PPKn learning at SDN 011 Lakahang provides compelling evidence that systematic multicultural approaches can effectively develop tolerance attitudes among elementary students, even within predominantly homogeneous educational environments. The research demonstrates that Teacher Asriati's strategic implementation of group work methodologies, combining students with diverse learning abilities, successfully fostered natural cooperation and mutual respect among peers. Content integration through multimedia presentations and virtual cultural experiences enabled students to understand Indonesia's ethnic diversity despite limited local exposure. The most significant finding was the Christian student's respectful behavior during Islamic religious instruction, demonstrating deep internalization of tolerance values that extend beyond surface compliance to genuine mutual respect. Student interviews revealed increased comfort with diversity, improved understanding of cultural differences, and enhanced collaborative behaviors. The tri-center education theory received strong validation through coordinated support from family (strategic school choice for diversity exposure), school (systematic PPKn curriculum delivery), and community (natural Pancasila principle application in daily life). Implementation challenges included ineffective lesson plan utilization, technology integration limitations, language barriers requiring bilingual instruction, and resource constraints beyond textbooks. However, creative adaptive solutions emerged through teacher innovation, community engagement, and flexible pedagogical approaches that maintained educational quality while addressing practical constraints.

This research makes significant theoretical and practical contributions to multicultural education literature by demonstrating that demographic homogeneity does not preclude effective tolerance development. The study challenges conventional assumptions requiring substantial diversity within learning communities, instead proving that intentional pedagogical design, teacher commitment, and systematic character value integration can successfully develop intercultural competence. The validation of tri-center education theory provides a replicable framework for schools worldwide facing similar demographic constraints while pursuing multicultural education goals.

Several limitations constrain the generalizability of these findings. The single-site focus on SDN 011 Lakahang limits direct applicability to other regional contexts without careful adaptation considerations. The three-month research timeframe, while sufficient for documenting immediate attitude changes, cannot capture long-term sustainability of tolerance development. The specific cultural context of rural West Sulawesi may not translate directly to urban or different provincial settings. Additionally, the study's reliance on qualitative methods, while providing rich contextual understanding, lacks quantitative measures that could strengthen claims about attitude change magnitude and persistence.

Future research should examine multicultural education implementation across diverse homogeneous contexts, investigate long-term tolerance attitude persistence, and incorporate quantitative measures of attitude change for more comprehensive understanding of implementation effectiveness.

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