

## The Influence of Multicultural Values in Civics Education on Tolerance and Nationalism Among MI Students: A Quantitative Study

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### ABSTRACT

*This study aims to empirically test the influence of multicultural values in PPKn learning on the behavior of tolerance and love of the homeland in students of Madrasah Ibtidaiyah (MI) Muhammadiyah Bloran located in Kerjo District, Karanganyar Regency, Central Java Province who have implemented Pancasila and Citizenship Education (PPKN) learning in Unit 3 entitled "Building Identity in Diversity." The type of research used is quantitative research with methods or data analysis using multiple linear regression analysis. The subjects in this study were 4th-grade students consisting of 72 students at MI Muhammadiyah Bloran. The results obtained in this study indicate that multicultural values have an influence of 7.8% on tolerance behavior in students, this figure is included in a figure that is not too significant. And multicultural values have little influence on the love of the homeland in students, which is 2.17%. The research that has been conducted aims to determine the impact of multicultural values on the behavior of tolerance and love of the homeland so that multicultural education can support character education in learning in madrasah ibtidaiyah and elementary schools. And can positively influence the instillation of multicultural values on the behavior of tolerance and love of the homeland for students, especially at MI Muhammadiyah Bloran.*

**Keywords:** Multicultural; Tolerance; Love of the Homeland

### ABSTRAK

Penelitian ini bertujuan untuk menguji secara empiris pengaruh dari nilai multikultural dalam pembelajaran PPKn terhadap perilaku toleransi dan cinta tanah air pada siswa Madrasah Ibtidaiyah (MI) Muhammadiyah Bloran yang terletak di Kecamatan Kerjo Kabupaten Karanganyar Provinsi Jawa Tengah yang telah melaksanakan pembelajaran Pendidikan Pancasila dan Kewarganegaraan (PPKN) pada Unit 3 dengan judul "Membangun Jati Diri dalam Kebhinekaan". Jenis penelitian yang digunakan adalah penelitian kuantitatif dengan metode atau analisis data menggunakan analisis regresi linier berganda. Subjek pada penelitian ini adalah siswa kelas 4 yang terdiri dari 72 siswa di MI Muhammadiyah Bloran. Hasil yang diperoleh pada penelitian ini menunjukkan bahwa nilai-nilai multikultural terdapat pengaruh sebesar 7,8% terhadap perilaku toleransi pada siswa, angka tersebut termasuk dalam angka yang tidak terlalu signifikan. Nilai-nilai multikultural memiliki sedikit pengaruh terhadap cinta tanah air pada siswa yaitu senilai 2,17%. Harapan dari penelitian yang telah dilakukan adalah dapat mengetahui pengaruh nilai multikultural terhadap perilaku toleransi dan cinta tanah air sehingga pendidikan multikultural dalam pembelajaran dapat mendukung pendidikan karakter dalam pembelajaran di madrasah ibtidaiyah dan sekolah dasar. Serta dapat memberikan pengaruh positif terhadap penanaman nilai-nilai multikultural terhadap perilaku toleransi dan cinta tanah air bagi siswa khususnya di MI Muhammadiyah Bloran.

**Kata Kunci:** kultural; Toleransi; Cinta Tanah Air

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## INTRODUCTION

Intolerance cases are still one of the serious challenges for the world community. In Indonesia, cases of intolerance have increased every year. The latest survey conducted by the Wahid Institute shows that cases of intolerance and radicalism in Indonesia tend to increase over time (2020). Data from the Directorate of Social and Cultural Affairs of the Indonesian National Police Intelligence and Communication Center shows a significant increase from year to year. Cases of intolerance that occur include those caused by religious differences in areas with a majority of other religions, disturbances to places of worship, looking down on other ethnic groups, and others. Chaerul Yani, Deputy Director of the Directorate of Social and Cultural Affairs of the Indonesian National Police Intelligence and Communication Center, said that there was a fluctuating increase in cases of intolerance from 7 cases in 2019 to 30 cases in 2023 (Ardhi Ridwansyah, 2023).

If explored further, cases of intolerance and radicalism in Indonesia are mostly caused by a lack of mutual respect and understanding as well as tolerance between different individuals or groups. Based on this case, tolerant behavior must be instilled early. One way to instill tolerant behavior is in the field of education.

According to Law No. 20 of 2003 Article 3 concerning the Basis, Function and Objectives of Education, namely, "National education functions to develop abilities and shape the character and civilization of a dignified nation in order to educate the life of the nation, aiming to develop the potential of students to become human beings who believe in and fear God Almighty, have noble morals, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. ". Judging from the expected results of the educational objectives, namely forming the character and civilization of the nation, tolerance is one of the national characteristics expected to create harmony between communities. Tolerance is a national identity that must be maintained and fostered. Teaching tolerant behavior in elementary schools (SD) or Madrasah Ibtidaiyah (MI) and its level has important implications in character formation, preparation for facing diversity, overcoming prejudice and stereotypes, building healthy social relationships, preventing intolerance and extremism, and improving social skills.

In addition to being rampant among adults, intolerance also occurs among students. Intolerant attitudes are also a serious problem in the world of education. Intolerance among students can occur, among others, due to the lack of discussion, dialogue, and interaction of students towards differences in background. These differences in background can shape students to commit intolerance, including bullying, not respecting differences, being indifferent, and the impact of not obeying school rules and regulations. They will trigger divisions among students (Ragam Info, 2024). Cases of intolerance have tarnished the image of Indonesian education; there have been at least 28 cases of intolerance in elementary schools/Islamic elementary schools that occurred throughout 2021-2023. One of them occurred at SDN Jomin II, West Java, where bullying occurred due to differences in beliefs and even more sadly, the bullying was not only carried out by friends but also by teachers and principals (Setara Institute, 2023).

In addition to the incident, intolerance among elementary school students or MI has also occurred in Solo. Where around 10 elementary school students damaged the graves of people of different religions; it is suspected that they did this because of the doctrine that occurred in the school (Ikhwan Hastanto, 2021). Sadly, the school that should be a place for them to develop an attitude of accepting differences indoctrinates them so that they become intolerant of existing differences.

The many cases of intolerance in Indonesia have also caused the fading of love for the homeland. These two things are one of the foundations in realizing a harmonious life and an inclusive society so that individuals feel accepted, appreciated, and respected. Currently, education in Indonesia is in a state of emergency for the love of the homeland among students. Students' love for Indonesia's cultural diversity seems to be fading. The influence of technological advances and globalization that are happening now has made students indifferent to their culture and love for their homeland (Kurino & Rahman, 2022). Today's cases are that many students do not understand their own country. Another fact that is often found in elementary school environments is that many students do not know the essence of the flag ceremony, so they are not solemn when the ceremony is held, many students do not memorize the national song and regional songs, do not know the heroes who fought to free their country, do not understand the culture and customs around them, and feel proud of foreign products. Hence, they tend to look down on domestic products (Tarigan et al., 2024).

The lack of love for the homeland in students, especially at the elementary school and Islamic elementary school levels, can be overcome and minimized in various ways. Tarigan et al., in their research, said that there are challenges in fostering a sense of love for the homeland among students (Tarigan et al., 2024). The study stated that action is needed to encourage the growth of a sense of love for the homeland in students by building character and personality, developing personality and instilling a mindset of love for the homeland. However, in today's era, students are more interested in the outside world and leaving Indonesian culture. Coupled with the rapid development of technology and globalization, students are more familiar with foreign cultures than the culture of their own country.

Patriotism encourages individuals to respect and honor diversity in life, which also instills multicultural values (Retnasari & Hidayah, 2019). Love of the homeland in multicultural education creates a foundation for understanding the complexity of the relationship between national identity and cultural diversity. Multicultural education emphasizes respect for diverse cultures, languages, and traditions as an integral part of diversity in society. In this context, love of the homeland is about national identity and how society manages this diversity to enrich shared experiences and understanding.

One of the cultures of the Indonesian state is tolerance, which has become a strong root in forming the unity of the Indonesian nation (Kurino & Herman, 2024). However, in the current era, these roots have begun to erode with the development of the times and the many cases of intolerance. Mardianti et al. found several effective methods in instilling an attitude of tolerance, especially at school age (Mardianti et al., 2023). This study began with initial planning to instill tolerance behavior. The next step is instilling tolerance behavior, which is carried out in several ways, including storytelling, role-playing, discussion, and question and answer. In addition, small things that support the instillation of tolerance behavior are tolerance posters displayed in school and classroom areas and easily accessible to students.

Both studies provide an overview of the decline in tolerance and love of the homeland behavior that occurs among students, especially at the elementary level such as elementary schools and madrasah ibtidaiyah. However, apart from that, both provide handling carried out in reviving tolerance and love of the homeland behavior among Indonesian students. In the context of learning in elementary schools and madrasah ibtidaiyah, instilling the values of tolerance and love of the homeland is carried out through various methods, activities, and activities. In learning activities, Pancasila and Citizenship Education are considered important in developing students' tolerance and love for the country. Pancasila and Citizenship Education aims to shape students into students who can face challenges that threaten the country's sovereignty and be actively and responsibly involved in forming an inclusive state order. So from this, students who are also citizens are aware, understand and can properly fulfill their rights and obligations as Indonesian citizens (Tarigan et al., 2024)..

In facing existing challenges, such as the problem of intolerance and the fading sense of love for the country, PPKn as a lesson with education in values, morals and norms must be taught to children from elementary school (Lalita Putri & Anggraeni Dewi, 2021). PPKn learning in elementary school or MI has a significant impact on the formation of student character (Nasution et al., 2023). PPKn is the basis for students to understand rules, values, systems, roles, and relationships with society and the state. PPKn aims to produce a young generation with a sense of responsibility for the glory and safety of the homeland (Humaeroh & Dewi, 2021). In the PPKn lesson content, multicultural values need to be inserted so that students become more aware and appreciate the differences between them. Multiculturalism is one of the roots of instilling a sense of respect and tolerance so that individuals can live together peacefully and recognize their cultural differences it will increase their love for the homeland.

Teachers must be able to design multicultural content in the PPKn lesson content so that students understand and there is no misinterpretation (Purnama, 2021). Teachers play the main role in introducing citizenship values and internalizing the concept of citizenship to students (Nasution et al., 2023). PPKn learning can be effective if teachers adopt a creative, fun, and inclusive approach. Learning can be designed with group activities, discussions, questions and answers, collaborative projects and case studies using examples close to students. Supporting activities with role-playing and traditional games can also increase students' knowledge about multiculturalism, creating high tolerance and a sense of love for the homeland. In addition to formal learning in the classroom, instilling a sense of tolerance and love for the homeland can also be done outside the school, such as during extracurricular activities. At SDN No. 119/III Koto Majidin Hilir, extracurricular activities are carried out to foster a sense of tolerance and love for the homeland in its students. Students are taught to help each other and work together, care for each other and love each other so that students become more concerned about the environment, and a soul with high tolerance is formed. To increase students' love for the homeland, students must participate in scouting extracurriculars. Students are asked to memorize the Pancasila and its symbols, the state philosophy and the symbol. Students also learn how to sing national songs and regional songs so that students feel more proud to be Indonesian children (Wisnarni, 2017). At SDN Tondomulo 3, increasing the sense of nationalism by getting used to the national obligatory song is done by internalizing ethics and values through teaching the meaning of the obligatory

song; teachers provide examples and role models through attitudes and behavior from practicing the national song (Ayu Lestari, 2023)

Based on the description of the problems, instilling tolerant and patriotic behavior is important to be instilled from an early age. Tolerant and patriotic behavior is the main foundation for realizing these multicultural values. Tolerant and patriotic behavior creates an inclusive and friendly school environment for all students (Munawir S, 2023). Through tolerant behavior, students are allowed to get to know each other and understand and respect their differences as well as the differences that exist between them. Through patriotic behavior, students can learn, understand, and love the Indonesian homeland (Nancy, 2023). This creates a sense of togetherness and unity among students, thus creating a safe and supportive learning environment for everyone.

Therefore, research is needed on implementing multiculturalism in PPKn learning as a reference for schools in learning, especially PPKn learning. The purpose of this study is to examine the PPKn teaching process that includes multicultural values in order to create values of tolerance and patriotism in students. In addition, it also empirically tests the influence of multicultural values on tolerant and patriotic behavior in MI Muhammadiyah Bloran students. By analyzing the advantages and disadvantages that have been studied and combined with other studies, it is hoped that the behavior of intolerance and love for the homeland that is increasingly fading among students can continue to be minimized so that students who have a high sense of tolerance and love for the homeland are created.

The significance of the influence of multicultural values in PPKn learning on tolerance and nationalism in the context of elementary schools has several important dimensions. This research is very relevant in developing students' character at the elementary school level. Multicultural education, which emphasizes respect for differences and diversity, can play a key role in forming an attitude of tolerance and a strong sense of nationalism in students. With increasing awareness of the importance of tolerance through PPKn learning based on multicultural values, it is hoped that it can reduce the potential for social conflict that often arises due to differences in background. In Indonesia, intolerance is a fairly serious issue and often appears in various forms, be it discrimination against religion, ethnicity, race, or class. This research can provide solutions and understanding regarding the importance of education based on multicultural values in preventing the development of attitudes of intolerance from an early age. By instilling multicultural values in children in elementary school, it is hoped that it can prevent future generations from intolerant attitudes that have the potential to cause division in society.

## **METHODS**

### **Type and Design**

This study uses quantitative research. This quantitative research is associative, where the formulation of the problem in this study is to ask about the relationship between two or more variables to find out the role, influence and causal relationship (Sugiyono, Metode Penelitian Kuantitatif, Kualitatif & RND, 2019) using multiple linear regression analysis.

### **Data and Data Sources**

This research was conducted at MI Muhammadiyah Bloran. The informants or samples in this study were grade 4 students, grade 4 teachers and the head of the madrasah. Participants in this study were 72 students, consisting of 42 male students and 30 female students in the experimental group, 3 grade 4 teachers, and the head of the madrasah.

### **Data collection technique**

The researcher used a random sampling technique in this study. Data collection techniques include questionnaires, interviews and documentation to collect relevant information to support this research. The researcher gave questionnaires to students while observing student activities. In conducting interviews, researchers conducted interviews with the head of the madrasah, teachers and students.

### **Data analysis**

According to Sugiyono, data analysis is one of the research activities in the process of compiling and managing data that aims to examine the data obtained (Sugiyono, Metode Penelitian Kuantitatif, Kualitatif, dan R&D, 2017). After collecting the data, the researcher processed the data using the IBM Statistical Product and Service Solution (SPSS) version 25 program using multiple linear regression analysis tests. In this study, the tests used were descriptive statistics, validity tests, reliability tests, normality tests, linearity tests, hypothesis tests, model feasibility tests (F tests), coefficient of determination tests (R<sup>2</sup>), partial tests (t tests), and multiple linear regression analysis tests. The validity test in this study tested variable X1, namely multicultural values, variable Y1, namely Tolerance and variable Y2, namely Nationalism, with valid test results. The reliability test in this study was conducted using an internal consistency test (Cronbach's Alpha), which tested variable X1, namely multicultural values, variable Y1, namely Tolerance and variable Y2, namely Nationalism, with reliable results.

## **RESULTS AND DISCUSSION**

The following results were obtained based on the results of filling out the questionnaire by grade 4 students of MI Muhammadiyah Bloran regarding the content of multicultural values in PPKn learning towards tolerance and love for the homeland.

### **The Influence of Multiculturalism on Tolerance**

Multicultural values on tolerance were obtained by filling out a questionnaire by students with 13 questions. The data obtained showed an average of 53.5 and a standard deviation of 4.7. The normality test showed that the influence of multiculturalism on tolerance was 0.913, indicating that the data was normally distributed. The linearity test showed that the data passed the linearity test with a result of 0.222. The following are the results of data analysis from filling out the questionnaire by grade 4 students of MI Muhammadiyah Bloran regarding the influence of Multicultural content on Tolerance Behavior in PPKn Learning:

*Table 1. Multicultural Regression Test on Tolerance Behavior*

Model	Unstandardized		Standardized	t	Sig.
	Coefficients		Coefficients		
	B	Std	Beta		
	Error				
(Constant)	37,839	6,501		5,820	,000
Multicultural Education	,234	,097	,278	2,420	,018

Based on the results of filling out the questionnaire, it was found that the multiple linear regression test showed a Standardized coefficient beta of 0.278. Thus, it can be seen that the influence of multicultural values in PPKn learning on students' tolerance behavior is 7.8%. This shows an influence, but not too significant, between multicultural values in PPKn learning on students' tolerance behavior. Research at the SPF UPT SD Inpres Antang 1 Makassar City found that implementing multicultural education positively and significantly affected students' tolerance attitudes. The analysis results showed a significance value of 0.002, smaller than 0.05, indicating a strong relationship between multicultural education and students' tolerance attitudes (Novianti et al., 2024). In addition, research conducted by Laila Khansa et al. showed that in Public Elementary Schools in Central Maluku Regency, implementing multicultural education affected students' tolerance toward diversity. This indicates that implementing multicultural education can create a climate that supports tolerance in the school environment (Khansa & Navira Recha, 2024).

Based on the results of filling out the questionnaire, students already know other people's worship. Students are already aware that religion is everyone's right, as stated in the 1945 Constitution Article 28E paragraph (1), which states that everyone has the right to embrace religion and worship according to religion. Students have been taught and instilled not to disturb friends who are praying; they are also aware of the importance of prayer. At MI Muhammadiyah Bloran, instilling students' awareness of worship is carried out through daily habits. Habituation is an activity carried out daily and repeated so that students can do something and become a habit (Hidayat & Purwowidodo, 2024; Rukmi Octaviana et al., 2023). Habituation activities at MI Muhammadiyah Bloran begin with the reading of Al-Matsurat; students are guided by the teacher together. After the reading of Al-Matsurat is finished, students are directed to perform the Dhuha prayer in congregation in class accompanied by their respective class teachers. After the dhuha prayer, students perform the Juz Amma recitation and read Iqro with the class teacher and the recitation assistant teacher. Students are also given memorization targets in each class that they must exceed. YB Mangunjiwa, in his book entitled *Menumbuhkan Sikap Regilus Anak-Anak* (Mangunjiwa, 2020), revealed that children must be given an introduction to religious values as early as possible to form children who can have a good understanding and appreciation of religious teachings.

In addition to tolerance for the worship of others who are already good, students also have a fairly high awareness of the attitude of respecting their elders. In the statement, "I respect older people such as teachers, parents, older siblings, etc." the students responded

positively. Most of them have implemented the statement. In PPKn learning in class, teachers also emphasize the importance of respecting and honoring older people. In addition to emphasizing the importance of respecting and honoring others, especially older people, teachers also integrate these moral messages with local wisdom. Muchtar dan Suryani (2019) convey that the approach with local wisdom is one of the most effective approaches in teaching children to appreciate and respect others where local wisdom is very close to students. One of the local wisdom in the material is "*tepa slira*," which means caring and understanding the feelings of others.

Figure 1. Invitation to 5S culture in Class 4C



In addition, during learning, teachers always remind students to respect their elders as an implementation of the second principle of Pancasila. The experience of the second principle of Pancasila is emphasized by implementing the 5S behavior, namely smiling, greeting, greeting, being polite, and being courteous, which has become a good culture in improving attitudes to respect and appreciate others, especially older people (Nabilla et al., 2024). The 5S behavior will also foster a sense of love for peace; at MI Muhammadiyah Bloran, it can be seen when there is a teacher or someone older; students will approach, say hello, and shake hands; when they meet peers, they will smile and greet each other (Sunarja et al., 2024). In addition to reminding students to be polite to their elders, teachers always provide examples of respecting others, especially older people. In an interview with one of the teachers in class 4C, he said that "in instilling a way to respect others, children cannot only do it through theory, but there must be real practices and examples that can be used as role models by students. Students will be more memorable if there are real examples that they can see". The interview results are also the opinion of Elita et al (2024) that teachers who provide good examples shown by their attitudes and behavior can increase students' appreciation of the values of tolerance the teacher has taught.

However, in observations and observations, there was a situation where students were not yet open about the beliefs and opinions of others or friends. In an interview with the researcher's homeroom teacher 4A, Mr. S, he said, "*it is indeed difficult for children to be invited to respect the opinions of friends. At the age of children today, they will tend to gather with friends who are on the same frequency as them so that they will keep a little distance from other friends who are not on the same frequency as them.*" He also revealed that the 4th-grade teachers had tried to invite and guide students to accept their friends' differences of opinion, but the methods used were ineffective.



One of the obstacles to strengthening multiculturalism toward tolerant behavior through PPKn learning is monotonous learning. Teachers have a very important role in delivering material; if the delivery tends to be monotonous, students will feel bored when listening to the teacher's explanation (Andini et al., 2024). Learning must be designed with a fun learning model so that students will feel involved in the learning and can develop students' talents, interests and abilities in the learning material taught (Mardlatillah & Sa'adah, 2022). In addition to monotonous learning, the lack of learning media is also an obstacle to instilling an attitude of tolerance in PPKn learning in students. Learning media itself has several benefits in the learning process, including being able to clarify the presentation of material information, being able to focus children's attention more on learning materials, and being able to provide the same experience for each student so that learning feels more memorable for students (Wulandari et al., 2023).

The study's results also showed that students could not work in groups. They have not been able to do the tasks instructed in groups well. Based on the results of the interview with the homeroom teacher of class 4B, Mrs. AJ, she said, *“when children are given group assignments, some children in class 4B are not yet able to work well in groups. Especially if the groups are divided randomly by the teacher. If children are free to choose a group, they will choose their closest friends.”*. This obstacle is of particular concern to the homeroom teacher of class 4, especially class 4B. The teacher feels they have been unable to emphasize a sense of equality among peers. Positive relationships with peers are very important for healthy social-emotional development. Children who experience rejection or are the target of bullying from their friends tend to feel lonely and are at risk of depression (Alviyan et al., 2022).

In learning activities and other activities carried out at school, it is seen that students are not yet open and willing to accept the opinions of their peers. Instilling openness and acceptance with peers in learning activities and opinions has been emphasized. However, many students still have been unable to do this, said Mrs. SH, the homeroom teacher of class 4C. Other studies also show that there are conditions in elementary school children and their level who have not been able to accept the opinions or advantages of others (Afdal et al., 2024). One of the learning activities to train students in receiving the views of others is through discussion. Teachers hold small talks with students to encourage them to be more active and communicative and to unite various opinions from students even though they have different backgrounds, to foster an attitude of mutual respect for diversity (Cahyaningtiyas & Rahayu, 2023).

Students' tolerant behavior is influenced by various factors related to the family, school, and community environments. The family functions as the initial environment where children begin to learn and absorb basic values. Through interactions with family members, children understand norms, ethics, and moral values that are essential in their lives (Endah et al., 2023). Children who grow up in families that teach the importance of respecting others tend to be more tolerant. Schools are responsible for shaping students' character through character development programs integrated into the curriculum. This program includes developing positive attitudes, social skills, ethics, leadership, and social responsibility (Endah et al., 2023). Curricula such as PPKn that teach the values of Pancasila, Bhinneka Tunggal Ika, and human rights play an important role in shaping students' attitudes of tolerance. In addition, extracurricular activities that involve cooperation between students from different backgrounds can strengthen more tolerant relationships outside the classroom.

Multiculturalism in PPKn learning must be taught to prevent conflict between individuals so that there will be no discrimination and intolerance towards others. Good communication and interaction between individuals can increase tolerance in society. Good communication and interaction can be achieved by teaching students to speak softly and politely and teaching empathy and honesty to students (Tanjung et al., 2024).

### The Influence of Multiculturalism on Nationalism

The multicultural value on Nationalism was obtained by filling out a questionnaire by students with 26 questions. The data obtained showed an average of 109.4 and a standard deviation 8.2. The normality test showed that the influence of multiculturalism on Nationalism was 0.941, indicating that the data was normally distributed. The linearity test showed that the data did not pass the linearity test with a result of 0.010. The following are the results of data analysis from filling out the questionnaire by grade 4 students of MI Muhammadiyah Bloran regarding the influence of Multicultural content on Love of the Country in PPKn Learning:

Table 2. Multicultural Regression Test on Nationalism

Model	Unstandardized		Standardized	t	Sig.
	Coefficients		Coefficients		
	B	Std	Beta		
	Error				
(Constant)	95,053	11,582		8,207	,000
Multicultural Education	,214	,172	,147	1,245	,217

Based on the results of filling out the questionnaire, it was found that the multiple linear regression test showed a Standardized coefficient beta of 0.147. Thus, it can be seen that the influence of multicultural values in PPKn learning on students' tolerance behavior is 2.17%. This is classified as a small influence. The observations and interviews showed that students were highly enthusiastic about the competition activities commemorating the Indonesian Independence Day to remember and appreciate the services of the heroes. The students already understand the essence of the competition held on Independence Day. When one of the 4C class children, JH, was interviewed, he said that he was very enthusiastic when there was an August 17 competition. He said, "*it's better now because I only compete, whereas in the past the heroes had to go to war.*" When the researcher asked further why the child could say that, he said the teachers always told them about it. In addition to remembering and appreciating the services of the heroes, the August 17 competition also aims to introduce and foster a character of national defense in children (Kamaluddin et al., 2022). In implementing the competition, children were also directly involved in every competition activity. Independence Day celebrations with directly involved children will make children always remember the activity and instill national values and a spirit of patriotism in themselves (Basri et al., 2024).

In the research findings, it was found that children had difficulty singing the national song. When the researcher invited students to sing "Halo-Halo Bandung" together, only a few

students memorized and sang the song fluently. National songs must be introduced and instilled in students to make the younger generation, especially students, aware of always loving and caring about the nation's culture. The meaning contained in the national song is also very deep in increasing love for the country, patriotism and forming national character in the current era (Qondias et al., 2024). In addition to students' lack of knowledge about national songs, they also do not know much about traditional clothing in Indonesia; only a few children can answer and mention it in Indonesia. Several students said that mentioning, memorizing, and remembering the shape of traditional houses and traditional clothing in Indonesia is an activity that is difficult for them to do. When interviewed further about whether the teachers had ever taught it, they unanimously had but found it difficult to memorize.

Unfortunately, instilling a sense of love for the homeland through multiculturalism seems to have only been implemented during learning activities, especially PPKn learning in class. Ideally, many activities can be done to instill a sense of love for the homeland in students. One activity that can be done is singing Indonesia Raya, mandatory songs, and regional songs before and after learning activities. As Putri et al (2022) conveyed, mandatory national songs that are continuously sung and their meanings conveyed to students will significantly impact the character of students' nationalism. National songs and regional songs were created as a means of increasing the spirit of struggle and increasing nationalism in the younger generation; in addition, national songs and regional songs were created to increase and teach students' knowledge about Indonesian history so that children get positive messages contained in national songs (Ayu Lestari, 2023). The more often you sing mandatory national songs, the higher the character of nationalism in students.

The school can introduce and instill children's knowledge about traditional clothing by putting up posters of traditional clothing in Indonesia. In addition to posters of traditional clothing, each class can also be given posters about traditional houses and traditional musical instruments. With these efforts, it is hoped that children will become more familiar with their culture to better understand and comprehend the culture in Indonesia. In addition to putting up posters about traditional houses, traditional clothing, and regional musical instruments, the school can also create a program of activities using traditional clothing in Indonesia and traditional art performances. The use of traditional clothing and traditional arts performances is expected to be one of the efforts to foster a sense of love for the homeland and preserve the culture in Indonesia (Putri Jasmine & Wulandari, 2024). The use of traditional clothing has also been regulated in Article 3 of the Minister of Education and Culture Regulation Number 50 of 2022, "There are 3 types of school uniforms used by elementary to high school, namely national uniforms, scout uniforms, and traditional clothing." So that by using traditional clothing, students can become students who know and have a sense of pride in traditional clothing in Indonesia and can be one of the efforts to preserve traditional clothing (Anaputri et al., 2022).

The school environment must make various real efforts to arouse students' curiosity about the culture in Indonesia (Fitria Handayani et al., 2023). With students who are highly curious about Indonesian culture, their love for their country will continue to grow, and students will be proud of Indonesia and its culture.

## CONCLUSION

Based on the questionnaire results, there is a positive but insignificant influence between multiculturalism in PPKn learning on students' tolerance behavior, with a beta coefficient of 0.278. Students show high tolerance awareness, but there are obstacles, such as a lack of openness to peers' opinions and difficulty working in groups. Multicultural education in PPKn plays an important role in forming attitudes of tolerance and preventing discrimination, so schools need to encourage positive interactions and provide real examples. Meanwhile, the influence of multiculturalism on students' nationalism is also small, with a beta coefficient of 0.147, although students show enthusiasm in activities such as the Indonesian Independence Day competition. Instilling a love for the homeland is still limited to PPKn learning, even though activities such as singing national songs and introducing traditional clothing can strengthen students' nationalism. Teachers must play an active role in creating an inclusive atmosphere, teaching multicultural values, managing conflicts, and facilitating constructive discussions. For future research, it is recommended to use a qualitative approach to explore deeper factors that influence students' tolerance, such as family influence and social interaction.

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