



The Impact of the Pembina Learning Model on Elementary School Students' Understanding of Cultural Diversity

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Abstract

Multicultural education is an important approach to making the spirit of Bhinneka Tunggal Ika the main foundation in elementary schools. By integrating the values of Bhinneka Tunggal Ika in learning, teachers can create a learning environment that respects differences, and forms citizens who are tolerant and respect diversity. The study aims to determine the impact of the Pembina learning model on elementary school students' understanding of cultural diversity. The research design uses a quasi-experimental design with a non-equivalent control group design. The experimental group used a value inquiry-based multicultural education learning model (Pembina), and the control group received ordinary learning. The research population was fourth-grade students in four elementary schools, while the control group was in three elementary schools. The results of the research show that the Pembina learning model provides an increase of 68.7% in providing an understanding of cultural diversity, and social and emotional skills of students. The findings show that this learning model contributes to forming characters who are more tolerant and respectful of cultural differences, as well as creating a deeper learning environment.

Keywords: *Pembina learning model, understanding of cultural diversity, multicultural education.*

Abstrak

Pendidikan multikultural merupakan pendekatan penting untuk menjadikan semangat Bhinneka Tunggal Ika sebagai landasan utama di sekolah dasar. Dengan mengintegrasikan nilai-nilai Bhinneka Tunggal Ika dalam pembelajaran, guru dapat menciptakan lingkungan belajar yang menghargai perbedaan, membentuk warga negara yang toleran dan menghargai keberagaman. Penelitian ini bertujuan untuk mengetahui dampak model pembelajaran Pembina terhadap pemahaman siswa sekolah dasar tentang keberagaman budaya. Desain penelitian menggunakan desain quasi eksperimen dengan desain kelompok kontrol non-ekuivalen. Kelompok eksperimen menggunakan model pembelajaran pendidikan multikultural berbasis inkuiri nilai (Pembina), dan kelompok kontrol menerima pembelajaran biasa. Populasi penelitian adalah siswa kelas IV di empat sekolah dasar, sedangkan kelompok kontrol di tiga sekolah dasar. Hasil penelitian menunjukkan bahwa model pembelajaran Pembina memberikan peningkatan sebesar 68,7% dalam memberikan pemahaman tentang keberagaman budaya, keterampilan sosial dan emosional siswa. Temuan penelitian menunjukkan bahwa model pembelajaran ini berkontribusi dalam membentuk karakter yang lebih toleran dan menghargai perbedaan budaya, serta menciptakan lingkungan belajar yang lebih mendalam.

Kata kunci: *model pembelajaran Pembina, pemahaman keberagaman budaya, pendidikan multikultural.*

INTRODUCTION

Multicultural education is an essential approach in the context of education in Indonesia, which is rich in cultural, ethnic, racial, and religious diversity. This diversity is not only a wealth but also a challenge that needs to be overcome through the right educational approach. In this context, it is important to make the spirit of Bhineka Tunggal Ika the main foundation of multicultural education in elementary schools. According to Nurhayati (2021), the spirit of Bhineka Tunggal Ika represents the principle of Bhineka Tunggal Ika. That is, in the differences that exist, there is a spirit to unite as one diverse Indonesian nation. This is in line with Article 36A of the 1945 Constitution, which emphasizes the importance of respecting diversity in unity.

In the context of education, Mo'tasim et al. (2022) in Banks revealed that multicultural education is an approach that embraces the diversity of students and integrates various cultures into the curriculum. This kind of education is not only about celebrating differences but also helping students understand that differences are natural and must be respected. At school, Solehuddin & Budiman (2019) state that multicultural education has an important role in shaping children's mindsets about diversity. Children need to be taught about the various cultures and customs that exist in Indonesia and how to establish good intercultural relations.

The importance of multicultural education in primary schools is also reflected in efforts to address achievement gaps. Astuti & Sudrajat (2020) argue that inclusive education, which adopts a multicultural approach, can help unite students from various backgrounds and reduce achievement gaps that may arise due to social differences. Furthermore, multicultural education also involves empowering students. Manning et al., (2017) showed that by understanding students' cultures and backgrounds in depth, teachers can design learning that is more relevant and motivating, so that students feel valued and motivated to learn.

The multicultural education approach is also relevant when facing global challenges. In an increasingly connected world, students need to have the skills to adapt and work with people from various backgrounds. Rahman et al. (2022) emphasized that the ability to adapt and work in a multicultural environment is one of the key skills needed in the world of work. In this context, previous research by Nurman et al. (2022) revealed that a curriculum that includes multicultural aspects is able to create a learning environment that stimulates cross-cultural awareness in children. However, effective implementation requires more than a curriculum; the role of teachers in integrating Bhineka Tunggal Ika values into teaching methods has profound implications for the success of multicultural education (Marbun, 2023).

The success of multicultural education is also influenced by the support of parents and other education stakeholders. According to a study by Hasanah et al. (2021), good collaboration between schools, parents, and the community can create an environment that supports the development of children's understanding of tolerance and respect for other cultures. Therefore, multicultural education in elementary schools does not only cover classrooms but also involves the active participation of various parties involved.

There has been no previous research that has examined in depth how these values can be integrated into various aspects of learning in elementary schools in a practical and comprehensive manner; there are not many studies that combine various disciplines such as multicultural education, developmental psychology, and innovative teaching methods; there is not much research that focuses on concrete strategies that can be used by teachers to integrate multicultural values into everyday teaching; there has not been much research that has studied in depth effective collaboration mechanisms and strategies; and not much research has focused on how this curriculum can be implemented effectively in elementary schools.

In order to achieve these goals, this study will propose a cross-disciplinary approach that combines the concepts of multicultural education, developmental psychology, and innovative teaching methods. Based on theories such as those proposed by Aral et al. (2022) regarding multicultural values in the curriculum, it is hoped that this approach will be able to provide practical guidance for educators in facing the increasingly complex challenges of the world of education.

In many elementary schools in Indonesia, cultural diversity has become a source of social tension and misunderstanding between students. This underscores the urgent need for a strong multicultural educational framework to foster unity and respect among students. By overcoming these problems, schools can create a more inclusive and harmonious learning environment, in line with the state's principle of *Bhinneka Tunggal Ika*. Recent research has explored various learning models that aim to integrate multicultural values into basic education. One example is research by Toifur (2019), which examined an integrated multicultural learning model using modules (PMTM) in elementary schools. However, these studies often lack comprehensive strategies that are practical and adaptable to different classroom environments. This highlights the need for more detailed and effective models that can be applied widely.

The proposed research will introduce the Pembina learning model (value inquiry-based multicultural education). This model emphasizes the integration of the values of *Bhinneka Tunggal Ika* into all aspects of the curriculum and teaching methods. The essence of Pembina is to create an inclusive learning environment that not only celebrates cultural diversity but

also encourages mutual respect and understanding among students. By implementing Pembina, teachers can overcome the challenges of cultural tensions and achievement gaps, thereby fostering a more cohesive and tolerant school community.

In this context, the importance of multicultural education in elementary schools is the foundation for forming a generation that has a deep understanding of cultural diversity and is able to communicate and collaborate with anyone. Through the integration of Bhineka Tunggal Ika values in learning, teachers can create a learning environment that is inclusive, respects differences, and forms citizens who are tolerant and respect diversity. To guide this research, a research question has been formulated, namely "What is the impact of the Pembina learning model on students' understanding and appreciation of cultural diversity?".

METHODS

This study used a quasi-experimental design with a non-equivalent control group. The experimental group will receive treatment in the form of the application of the value inquiry-based multicultural education learning model (Pembina), while the control group will continue to receive ordinary learning. The following table shows the differences in learning activities between the control group and the experimental group.

Table 1. Comparison of Learning Activities

Activity	Control Group	Experimental Group
Curriculum Content	Standard curriculum focusing on basic subjects	Standard curriculum integrated with multicultural values and Bhineka Tunggal Ika principles
Teaching Methods	Traditional lecture-based teaching methods	Interactive, inquiry-based learning methods promoting cultural understanding and respect
Classroom Activities	Individual and group assignments based on standard topics	Collaborative projects and discussions on multicultural topics and values
Use of Learning Materials	Textbooks and standard educational resources	Multicultural materials, case studies, and cultural artifacts
Student Engagement	Passive learning with limited interaction	Active participation in role-plays, debates, and cultural exchanges
Assessment Methods	Standard tests and quizzes	Performance-based assessments, reflective journals, and presentations on multicultural themes

The population of this study was made up of fourth grade students at state elementary school (SDN) Tonjong I, SDN Majalengka Wetan IV, SDN Majalengka Wetan VII, and SDN Tenjolayar I as the experimental group. Meanwhile, the control group consisted of students in grade IV at SDN Sutawangi II, SDN Gandu I, and SDN Gandasari II in Majalengka Regency.

The instruments used in this study included teacher and student observation sheets used for qualitative data, multicultural understanding tests used to measure students' multicultural

knowledge before and after treatment, multicultural attitude questionnaires used to measure students' perceptions of multicultural education, and student responses to see the perceptions of students after the teacher uses the Pembina learning model.

The research procedures of this research is the first, multicultural understanding test and attitude questionnaire for the experimental and control groups to establish baseline data; second, the experimental group will be taught using the Pembina learning model which includes activities and content designed to integrate multicultural values and the principles of *Bhinneka Tunggal Ika*, and the control group will continue with the standard curriculum and teaching methods; third, routine observations will be carried out using observation sheets to document the learning process and student involvement in both groups; fourth, give back the multicultural understanding test and attitude questionnaire to both groups; fifth, collect student responses regarding their perceptions of the learning model used; and sixth, Analyze the data collected using descriptive and inferential statistical methods.

Analysis of the collected data was analyzed using a descriptive approach and inferential statistics. Descriptive analysis will be used to describe sample characteristics. Inferential analysis will be carried out to test differences in learning outcomes between the experimental group and the control group. Hypothesis testing will use a t-test or other appropriate statistical method with a significance level of 0.05 to determine whether there is a significant difference between the two groups. The hypothesis tested in this research is:

(H0): There is no significant difference in multicultural understanding and attitudes between students taught using the Pembina learning model and those taught using the standard curriculum.

(H1): There is a significant difference in multicultural understanding and attitudes between students taught using the Pembina learning model and those taught using the standard curriculum.

RESULTS AND DISCUSSION

Hypothesis Testing

In this research, hypothesis testing was carried out to determine whether there was a significant difference between students' understanding before and after implementing the values inquiry-based multicultural learning model (Pembina). Hypothesis testing uses the t test with a significance level of 0.05.

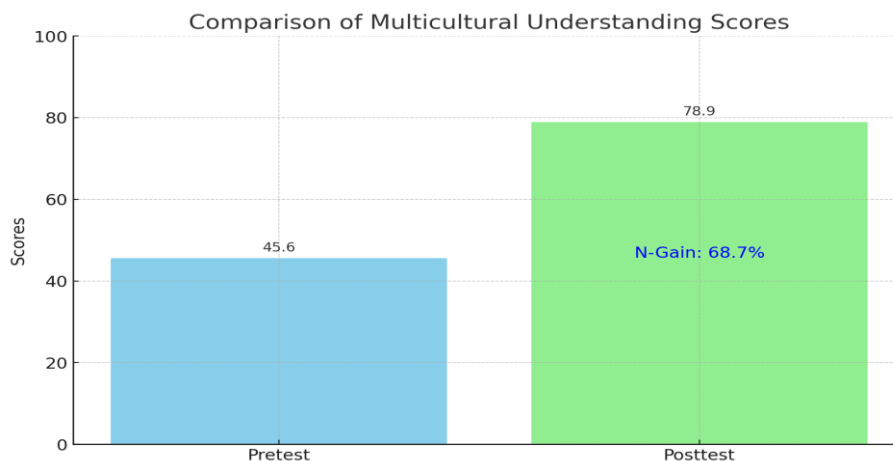
The results of the analysis show that there is a significant increase in students' understanding of cultural diversity after implementing the Pembina model. The average student pretest score was 45.6, while the average posttest score increased to 78.9. The t test produced a t value of 8.73 with $p < 0.05$, indicating that this increase was statistically significant.

Table 2. Pretest and Posttest Results of Students' Understanding of Cultural Diversity

Score	Mean	Standard Deviation
Pretest	45,6	5,8
Posttest	78,9	6,2

Analysis of Results

The research results show that the Pembina learning model is effective in increasing students' understanding of cultural diversity. This increase can be seen from the difference in average scores between the pretest and posttest as well as from the N-Gain interpretation of 68.7%, which indicates that the Pembina model has succeeded in increasing students' understanding with a fairly high level of effectiveness.



Graph 1. Comparison of Multicultural Understanding Scores

The graph 1 is a bar graph showing the comparison of students' multicultural understanding scores between pretest and posttest after implementing the Pembina learning model. This graph shows a significant increase in students' understanding with an N-Gain of 68.7%. Pretest: Average score 45.6 and Posttest: Average score 78.9.

Increase in Tolerance and Respect for Differences

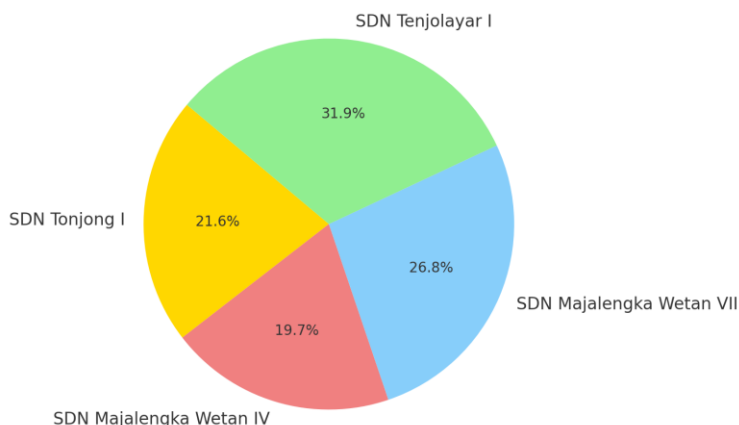


Figure 1. Increase in Tolerance and Respect for Differences

The following is a pie chart showing the increase in tolerance and respect for differences among students from various schools after implementing the Pembina learning model: SDN Tonjong I 46% increase (from 32% to 78%); SDN Majalengka Wetan IV 42% increase; SDN Majalengka Wetan VII 57% increase; SDN Tenjolayar I 68% increase.

These results are in line with previous theory and research which emphasizes the importance of multicultural education in increasing students' understanding of cultural diversity. According to Sinta Utami (2017), multicultural education is an approach that

integrates cultural differences into the curriculum and learning practices, which was proven effective in this research. Mutropin (2022) in John Dewey (1916) also emphasized the importance of direct experience in learning. The Pembina model provides direct experience to students through interaction with their social and cultural environment, which strengthens the results of this research.

In addition, Paulo Freire (1970) highlighted the importance of equality and dialogue in the learning process. The Pembina model encourages dialogue and interaction between students from diverse cultural backgrounds, which increases their understanding and tolerance of differences. Heid & Kelehear (2007) stated that the values of caring, empathy, and personal relationships are important in education. The Pembina model used in this research integrates these values, which contributes to increasing students' understanding of cultural diversity. According to Merryfield (2000), multicultural education supports students' ability to understand global issues and participate in global society with an attitude of respect for various cultures and world views. The results of this research show that students at SDN Tenjolayar I experienced a significant increase in understanding of cultural diversity after implementing the Pembina model, which supports this view.

The results of this study are consistent with previous findings which emphasize the importance of multicultural education. For example, multicultural education that integrates the values of *Bhinneka Tunggal Ika* is expected to increase students' awareness and appreciation of cultural differences (Rudiyanto, A.S., 2016; Basyir, K., et al., 2013; Huda, D.N., 2011). In addition, this research supports the view that multicultural education equips individuals with tools to face the challenges of globalization (Hidayat et al., 2023) and helps reduce the potential for cultural hegemony (Azra, 2019; Nashihin, 2022; Sipuan et al., 2022). This research is also in line with Gay's (2002) view which states that multicultural education encourages students to understand various views and experiences from various cultural groups. In addition, multicultural education helps reduce prejudice and avoid negative stereotypes (Dewantara and Nurgiansah, 2021; Nieto, 1994).

CONCLUSION

The research results show that the value inquiry-based multicultural learning model (Pembina) is effective in increasing students' understanding of cultural diversity. This research adds empirical evidence that supports the importance of multicultural education in the context of basic education in Indonesia. For future research, it is recommended to further explore how the Pembina model can be applied in various educational contexts and how other factors such as students' cultural and social backgrounds influence learning outcomes.

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