

Implementation of Teaching Multicultural Values Through Civic Education for Elementary School Students

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Abstract

This research aims to describe the lesson plan and the application of multicultural values learning through Pancasila and Civics Education subject at elementary schools. Multicultural education is important and should be provided in elementary schools as the multicultural education module can help students be more open to skin color, religion, ethnicity, race, language, and other differences. Pancasila and Civics Education also educate students about character; therefore, this subject is beneficial for teaching multicultural values. This research adopts a qualitative approach using a content analysis method. There are six lesson plan documents that were analyzed from three elementary schools in Jakarta. In addition, the participants consisted of 35 teachers, head teachers, and students at an elementary school. The study used document analysis as the main sources and in addition, interviews and observations were used to enrich the data collection. The study findings revealed that the lesson plan on multicultural education is found in elementary school students in the fourth grade of the first semester. The theme of multicultural learning is the beauty of diversity, with the sub-theme being the diversity of Indonesia. The purpose of learning is to make students understand the diversity of ethnic groups in Indonesia. Meanwhile, the case studies taught are about the Minang community in West Sumatra. This research has implications that multicultural learning needs to be taught to elementary school students.

Keywords: *multicultural, education, citizenship, difference, diversity.*

Introduction

Indonesia is located in Southeast Asia and ranges from Sabang to Merauke and is considered as one of the most diverse island countries. The country's diversity consists of ethnic groups, cultures, languages, religions, and other differences. This diversity is not considered a negative impact on society. Instead, it has many advantages for the people living in Indonesia (Aragona-Young &

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Sawyer, 2018; Arphattananon, 2018). This diversity makes a lot of positive impacts on people. One of the principles that Indonesians hold is "*Bhineka Tunggal Ika*," which means "even though it is a difference, they are still one" (Aragona-Young & Sawyer, 2018; Arphattananon, 2021).

Also, Indonesia's diversity inevitably dives in many negative impacts and some problems. This is caused by unmanaged people, which makes them different (Watkins et al., 2016; Zilliacus et al., 2017). In Jakarta, repeated conflicts have occurred due to misunderstanding of different ethnic groups.

One of the places with the most repeated conflicts is Pulomas, East Jakarta. The conflict in this area happened among young people from different ethnic groups. This conflict causes a long-term problem as each group cannot reunite. Therefore, people from two ethnic backgrounds in Jakarta are unable to coexist. The issue in East Jakarta is one example of the dire consequences of Indonesia's diversity (Au, 2017). Although this problem is seen as requiring a long solution, education can help people build good relationships. To educate the public to be able to appreciate diversity, the younger generation should learn and understand this diversity (Casmana et al., 2022). To educate and provide an understanding of diversity, several ways can be followed, including providing understanding to existing communities in Jakarta about a multicultural and diverse life. Previous studies have stressed that multicultural education can be performed through counseling and appreciation of people living in other regions (Watkins et al., 2016). With joint activities in the community, people with different backgrounds can live in harmony.

A study by Sumadi and Casmana (2020) reported that multicultural education could be implemented in the family. Sumadi further explained that the family is a very important unit in educating and providing a leading example. For example, despite their differences, people of different religions live in harmony in Cigugur, West Java. Family has a very important role in multicultural education (Sumadi & Casmana, 2020).

In addition to the community and the family, schools also have a very important role in multicultural education. Education has a very maximal role because it educates students directly about how the process of multicultural life can be carried out correctly. One of the subjects that teaches about diversity is Pancasila and Civic Education. This subject provides understanding to students to become good citizens and have an active role in multicultural education.

In Indonesia, the school subject is called Pancasila and Civic Education (Shen, 2019). Pancasila and Civic Education help students to be democratic individuals, helping each other, understanding

current issues, and teaching character. Multicultural education is a part of civic education that helps students understand each other (Shen, 2019; Zilliacus et al., 2017). Multicultural education is incorporated into civic education to help students understand the differences in an ethnic group, religion, language, and other differences (Dunn, 2017). This topic also learn the conflict from the previous issue so that students can learn the negative impact of conflict from previous events. Based on the two perspectives of teaching peace education, this paper aims to focus on civic schools in which teaching multicultural education can help reduce conflicts in a diverse country. One of the most important parts of learning is the lesson plan. A lesson plan is a learning tool that becomes a reference for teachers when teaching in the classroom (Zhubi & Ismajli, 2022; Nida, 2019). The teacher owns this lesson plan because all the materials and meetings to be taught refer to the lesson plan. The content of the lesson plan is apperception activities, core activities, and closing activities (Lee & Griffin, 2021). In apperception activities, teachers open learning by providing information and stories related to daily life. In connection with the discussion about multicultural, the target achievements and material presented are also about multicultural education related to student life (Nida, 2019). In the core activities, teachers provide materials and other learning activities to deepen the material and students' understanding of multiculturalism. So that when students have understood the concept and content of learning about multicultural, it is hoped that the students will also be able to apply it in the community environment if they live in a diverse environment (Hakam, 2018).

The benefit of using a lesson plan in learning is that teachers become more focused on providing material and other learning content (Arjana Zhubi & Ismajli, 2022; Lee & Griffin, 2021). Furthermore, learning becomes more structured because the teacher will not feel confused about what material will be delivered. Teachers can also use the lesson plan as a reminder of what activities will be used in each lesson (Kapici & Akcay, 2020). Thus, the lesson plan has a considerable impact on teachers of Pancasila and civic education. Based on previous background and research, this research focuses on implementing multicultural educational learning in Pancasila and Civic Education learning what is written in a lesson plan.

Research Questions

Based on the study background and the theoretical gaps identified in several previous studies, the study has the following research questions:

1. What are the themes and basic competencies in the lesson plan of civic lesson for multicultural education in elementary schools?
2. How the teachers achieve the learning outcomes in the lesson plan of civic lesson for multicultural education in elementary schools?
3. Why are some learning materials of multicultural education lesson plan of civic lesson importance for elementary school students?

Literature Review

Lesson Plan

The lesson plan is a document that is the main reference for teachers when carrying out the learning process in the classroom. The lesson plan is required for all teachers in each level of schools although it is in university level (Nida, 2019). It can be used as a guideline for teaching activities in the classroom. According to Nida (2019) the lesson plan is the main document that must be present in every lesson, because this can be used as the main indicator of any success carried out by teachers. Meanwhile, Zhubi and Ismajli (2022) say that lesson plans are the basis when teachers teach material. Thus, lesson plans are core documents that teachers really need when teaching in the classroom (Zhubi & Ismajli, 2022).

According to the Minister of Education and Culture Rules No. 22 of 2016 concerning Process Standards for Elementary and Secondary Education, there are 13 components of the lesson plan in which it should be included. These thirteen components are (1) school identity, (2) subject or theme/sub-theme identity (3) class and semester (4) subject matter (5) time allocation (6) learning outcomes, (7) Basic competence (KD) and competency achievement indicators (8) learning materials (9) learning methods (10) learning media (11) learning resources (12) learning steps (13) learning outcomes assessment. The thirteen components are considered to be importance and it should be included in the lesson plan.

In the following three years, there are a new government rule which simplify the lesson plan. It is Minister of Education and Culture Regulation No. 14 of 2019 concerning Simplification of

Learning Program Plans. In this new rule, the teachers can summary and simplify the lesson plan into three main components. These are leaning themes or topic and basic competences as well as core competences, the learning outcomes, and learning materials. Lee and Griffin (2021) argue that the lesson plans have several parts. It contains: (1) learning themes or topics and basic competencies and core competencies in each lesson. Themes in learning are the most important part, because this will be the main or basic goal that will be discussed and studied by every teacher in teaching material to their students (Lee & Griffin, 2021). Zhubi and Ismajli (2022) also argue that basic competencies and core competencies are abilities that students will have after they learn the theme. (2) The second is learning outcomes that will be obtained by students when participating in the learning process. Learning outcomes have a very important role, because with these outcomes, the material delivered by the teacher will not spread everywhere (Zhubi & Ismajli, 2022). (3) the third is learning material or core material that students need to acquire and achieve. The material in each lesson has a very important role, because with this material students can understand and understand the learning that is being carried out. In the context of civic education learning there are several learning materials, one of which is multicultural learning. In addition, there is also assessment of civic education. The assessment consists of formative and summative test. In the summative assessment, the teachers measure the students understanding on how multiculturalism was being.

In terms of lesson plan in civic education, there is The Decree of the Education Agency, Standards, Curriculum and Assessment of the Ministry of Education, Culture, Research and Technology Number 033/H/KR/2022 concerning Learning Outcomes in Early Childhood Education, Basic Education Levels, and Secondary Education Levels in the Independent Curriculum. (1) the learning themes of civic education focus on *Pancasila* or five Indonesian principals, *Bhineka Tunggal Ika* or it is commonly called unity in diversity, The Unitary State of the Republic of Indonesia, and 1945 Indonesian constitution. These four themes are being developed in each level of education.

The learning outcomes of civic education in elementary school level has several outcomes. Based on the same decree, there are four main learning outcomes for the elementary school level. These are: (a) understand and state the meaning of the Pancasila precepts as well tells an example of the application of the Pancasila precepts in life according to the development and context of the participants educate; apply Pancasila values in the family environment, schools and communities;

(b) identify the rules in the family, school and environment around the residence and implement them with the guidance of parents and teachers; identify rights and obligations as family members and as school members, carry out obligations and rights as family members and as school members; (c) state their identity, family and friends according to their culture, interests and behavior; recognize and state the identity (physical and non-physical) of people in the surrounding environment, respect the differences in characteristics both physical (eg skin color, hair type, etc.) and non-physical (e.g. poor, rich, etc.) of people in the surrounding environment and appreciate the diversity of ethnicity, social culture, in *Bhinneka Tunggal Ika* frame; (d) Getting to know various forms of ethnic, social and cultural diversity in the surrounding environment; understanding the surrounding environment (RT/RW/village/kelurahan, and sub-districts) as an integral part of the territory of the Republic of Indonesia and displaying an attitude of cooperation in various forms of ethnic, social and cultural diversity in Indonesia which is bound by unity and integrity.

In addition, the learning material of civic education for elementary school level also follows the learning outcomes. Students are able to understand and mention the meaning of the Pancasila precepts; Students are able to identify the rules in the family, school, and the environment around the place stay; Students are able to identify themselves, family, and friends according to culture, interests, and behavior; Students are able to recognize various shapes ethnic, social and cultural diversity in the environment around. Based on the learning materials, the multicultural education is located in all learning outcomes.

Based on these three contents, it can be said that Lesson plan is what will be implemented by the teacher during the learning process carried out in the classroom. The function of a lesson plan is to determine what activities or activities to be carried out, the learning outcomes to be achieved by the teacher, the methods to be used to achieve these goals, the time needed to achieve these goals, and the material to be delivered by the teacher in the learning process.

Nida (2019) argues that there are several things that need to be considered in making lesson plans, including (1) lesson plans are made in a way that adapts to the availability of learning resources in schools, so that teachers can utilize the tools and materials available for the learning process. learning. (2) the implementation of learning needs to adapt to the situation and conditions as well as the abilities of the students in the school, so that the existence of this lesson plan can help students to be able to obtain and explore maximum abilities. (3) The teacher as the person who

makes the lesson plan is able to carry out the learning process optimally, so that students can understand and understand the material and activities that will be taught when learning occurs (Nida, 2019).

The Concept of Multicultural

Multicultural consists of two words: "multi" and "cultural." Multicultural means institutions of various cultures owned by an ethnic group in a country or nation through a good system of education, government policies, language, religious activities, and other fields. Multiculturalism is an attitude and way of appreciating cultural differences and diversity (Muzani et al., 2022; Prasetyo et al., 2020). A multicultural society consists of various cultures, and the existing intercultural values are respected by all parties.

Multiculturalism can be considered people with differences in interests, beliefs, and traditions, which will greatly contribute to changes in social behavior conducive to a pluralistic society (Peterson et al., 2020). Teachers are responsible for organizing the classroom learning environment, and thus, they must have knowledge of multiculturalism (Stanton, 2015). Multiculturalism is simultaneously used as a label to describe pluralism or diversity in a particular society (Forrest et al., 2016). Therefore, multicultural education is considered important for students and should be included in the content of learning. Multicultural education can be seen as a way of changing one's thinking in a way that will appreciate more differences in terms of ethnicity, race, and cultural differences. According to experts, multicultural education is an idea, movement, and a reformation in the field of education where the main goal is to change the curriculum structure in the school environment so that students can return to society and can appreciate some of these differences (Rachmawati et al., 2022; Sarkadi et al., 2022). Therefore, students can learn a lot about teaching multicultural values (Pranata, 2019). Cultivation of Values and Civic Education

The inculcation of values in a multicultural society is indispensable in education. Education should emphasize the importance for teachers to express their own values but also help students develop their own values (Willemse, 2005). The values here are multicultural values. Teacher educators believe that the values that show these important things first include personal aspects, such as values and passion. Second, important things related to society, such as students, interaction, and cooperation (Maaranen, 2019). Some of the values that can be used to teach students about

character are teaching students about human rights with the expectation of creating a harmonious environment embracing all differences in a society. Therefore, it is hoped that a balance can be created between the majority community and the minority community living in a particular environment.

Currently, there are some limitations in some countries that require teachers to work harder to implement multicultural education. This is because education is very important for students (Parekh, 2003). Thanks to this multicultural education, it is hoped that students will be educated to be more harmonious, both in the campus environment and the environment where they live (Firdaus, 2020). Multicultural education was originally found in the concept of pluralistic ideology, where in that concept, an ideology must respect and respect a difference. These differences can be seen in ethics, culture, language, skin color, socioeconomic level, and geographical background (Setyono, 2019). According to Ansari (2020), multicultural values can be seen from the following, (a) differences in consciousness, which give the perspective that the individual is unique and different from others. (b) have a reason to be able to accept a difference with good reason, (c) to respect the differences in social status in society. These three are some things that aim to be able to see and represent individuals in the community.

Civic Education

Civic Education is one of the main subjects that teaches students the concept of difference (Givens, 2015) and is formally carried out in a community context. It has a positive impact on teaching multicultural education to students in schools as multicultural education aims for different students to learn the same thing (Firdaus, 2020). When teaching citizenship education, teachers have an important role in teaching students how to respect other students with different cultural and religious backgrounds. Teachers play an important role in instilling in student attitudes and values in meaningful civic education learning (Asrial et al., 2020). The civic education approach in a multicultural society seeks to strike a balance between local, national, and global ownership that ensures national unity and provides a global sense of responsibility to respect multiple identities and cultural diversity and build competence to embrace cultural differences (Radhouane, 2020). The main purpose of learning civic education is to prepare future generations to participate in public participation and criticize every government policy, including learning in the community environment (Barton, 2020).

The learning content of civic education is (1) civic knowledge included in government structures, election processes, duties of state institutions, and others (Achmad Husen et al., 2022). (2) Civic education also teaches various competencies, such as writing, speaking, and conducting research about current issues (Komarudin et al., 2019). (3) Civic education educates students in schools about good character (Red & Blue Works, 2019).

Method

Research Design

This study used a content analysis method with a qualitative approach (Zhang & Wildemuth, 2009). The content analysis is a research method of qualitative approach in which it analyze the document content to identify or measure the various trend and facts that is reflected in the documents (Hsieh & Shannon, 2005). In addition, the content analysis also examines the documents of the social content, and it can be used as a method of research (Zhang & Wildemuth, 2009). The research area that is investigated in this study as follows: (1) the themes and basic competencies in the lesson plan of civic lesson for multicultural education in elementary schools. (2) the learning outcomes in the lesson plan of civic lesson, and (3) the learning materials of multicultural education lesson plan. With a content analysis design, this research focused on the documents from civic education lesson plan in elementary school which contain multicultural education. To support and enlarge the data, there are also interview with students, teachers and school principals from two different schools and a qualitative approach was used to analyze this data (Creswell, 2014).

Data and Sources of Data

In this research, the most important data came from the civic education lesson plan in elementary schools in Jakarta. There are six civic education lesson plans which have been used for being the main source of data in this study. The lesson plans come from three different elementary schools in Jakarta, and each school provides a couple of lesson plans containing multicultural education. The first is to be able to analyze whether the themes written in the lesson plan are appropriate and teach about multicultural education, and the contents of the lesson plan are in accordance with the basic competencies and core competencies. The second is to be able to obtain data about learning

outcomes from several lesson plans that are analyzed, and the third is to be able to analyze the learning material taught by the teacher through written lesson plans. The detail of six lesson plans is described in the appendix 1.

Appendix 1 is a detailed summary of the civic education lesson plan which is 6 and taken from three elementary schools in DKI Jakarta. Each lesson plan analyzed is part of basic themes and competences, learning outcomes and learning materials. The six lesson plans are the main data sources analyzed in this study. To be able to complete the data from the study, interviews and observations were conducted together with students, teachers and principals.

Participants

The participant consists of 35 people from three elementary schools in the East Jakarta area, Indonesia. The purposive sampling data collection technique was used in the study as there are some special requirements for the study participants (Creswell, 2014). A participant should have the following criteria: (1) Working at elementary schools with different student backgrounds, both in terms of ethnicity and religion. (2) Being an elementary school teacher with a bachelor of Pancasila and Civic Education background and having a minimum of five years of teaching experience as an elementary school teacher, and (3) Having a lesson plan to teach students about multicultural values. Based on aforementioned criteria, 35 participants from three elementary schools in East Jakarta participated in this study Table 1 shows the demographic information of the study.

Table 1

Characteristics of Study Participants Based on Gender

No	Gender	Number of participants
1	Male	20
2	Female	15
Total		35

As Table 1 shows, the number of male respondents is higher than that of females. All respondents were teachers and students from three elementary schools in East Jakarta, Indonesia.

Table 2*Characteristics of School*

No	Type of school	Number of schools
1	Public primary school	2
2	Private primary school	1
Total		3

Table 2 shows that there are three selected schools in this study. These schools were selected as they fit the previously determined three main criteria of the study. Two of the schools are public elementary schools and one of them is private school. Due to time constraint to collect the study data, this study focused on three elementary schools only and thus excluded the other schools. The schools have concord to participate in this research and Each of them provide two lesson plan of civic education, so that there are overall six lesson plans collected in this research.

Table 3*Characteristics of Study Participants Based on Roles*

No	Gender	Number of participants
1	Students	22
2	Teachers	10
3	The school principals	3
Total		35

As Table 3 shows, the participants were categorized based on their roles.

Multicultural values have been applied in primary school learning. However, the studies examining how these multicultural values are integrated into lesson plans, especially in learning Pancasila and Civic Education are limited. Thus, to determine how the activities and values are listed in the lesson plan, this research focuses on analyzing the lesson plan.

Research Instruments

The research instruments to collect the data in this study was a document analysis list developed by researchers in the form of six check lists to analyze the lesson plans of civic education from elementary schools. The six check list of document analysis instruments are (1) the themes used by teachers are relevant to multicultural education, (2) the basic competences written in the lesson

plan, (3) the learning outcomes are related to multicultural education, (4) the learning outcomes comes from local culture of Indonesia, (5) the learning materials uses the Jakarta culture, and (6) the learning materials are relevant to multicultural education. The detail of document analysis instruments can be seen in table 4.

Table 4

Lesson plan document analysis research instrument

No	Dimension	Indicators
1	Basic themes and competencies	a. The learning theme contains content about ethnic diversity b. The theme used contains content about religious diversity c. The theme used contains content about cultural diversity d. The basic competencies taught are able to make students think critically e. The basic competencies taught are able to make students accept differences f. The basic competencies taught are able to make students understand religious differences
2	Learning outcomes	a. The learning outcomes set teach about diversity b. The learning outcomes set are able to make students open-minded c. The learning outcomes set are able to make students understand one example of ethnicity
3	Learning materials	a. The material taught is about ethnic differences b. The material taught is about religious differences c. The material taught is about cultural differences

After analyzing the documents, it is then deepen the data using interview and observation instruments. The interview was used to be able to confirm to teachers about the lesson plans they used in teaching multicultural education. In general, the interview guide used is divided into three main parts, including: the first focuses on the themes and basic competencies used by teachers in teaching multicultural education. The second is a question about learning outcomes *which is the* main reason for teachers teaching multicultural education, the third is related to the material taught by the teacher to be able to apply multicultural education. These three things include the interview process which was asked by the researcher to be able to obtain maximum data.

The third instrument is the observation guide. Observations were made to be able to see directly how the teacher teaches multicultural education to students in the class according to the lesson plan. The purpose of this observation is to be able to ascertain whether the material, learning outcomes and basic competencies written in the lesson plan are in accordance with what is taught by the teacher. In addition, the observation guide also aims to be able to see how teachers carry

out exploration and also develop learning materials that have been written in the lesson plan. So that with this observation, the results of this qualitative research can be maximized.

Data Collection

The study used the following data collection techniques: document analysis through civic education lesson plans, interviews through students, teachers and school principals as well as observation. As the method used in this study is content analysis, lesson plans become the main sources that were used to obtain the data. In order to obtain maximum data, there are six lesson plans obtained from the three elementary schools that were the respondents in this study. These three schools provide two lesson plans of civic education in which it has become the main data sources. After identifying the lesson plans regarding multicultural education in Civic Education learning, further interviews were conducted with teachers to be able to support and strengthen statements about the contents of the lesson plan that they had made. So that the data obtained can be maximized. During the interview, there are three questions which are relating to the teaching multicultural education in elementary school. These are focusing on how the lesson plan used by the teachers contain multicultural education. In addition, the interview also confirms the detail of learning outcomes and learning materials used by teachers in the classroom. The third data collection technique is observation. Observation technique was used as the second data collection instrument to determine the teachers' activities in learning in the classroom and if multicultural values have been conveyed on the basis of the lesson plans. Thus, this can make it easier for researchers to double check their students.

Data Analysis

The data analysis plans an important part in the research. This study uses a content analysis approach and therefore it used a qualitative method of data analysis. According to Zhang and Wildemuth's (2009), in the content analysis theory, the researchers were used the data from documents such as civic education lesson plans to identify the themes and unit of analysis. In addition, it also follows Creswell (2014) data analysis steps. It consists of (1) converting numerical and textual information into narrative data; (2) creating an analysis-specific coding system guide; (3) implementing the coding system; (4) verifying its accuracy and correctness, and (5) selecting the final data (Creswell, 2014). There are three categories of themes emerging from this research,

the themes are themes and basic competences, learning outcomes and learning materials developed in civic education classroom. Furtherer more, the first themes focused on the learning themes and basic competences. These themes have been analyzed in the lesson plans given from the teachers. Secondly, the learning outcomes also plays an importance role and this learning outcomes also importance for the school teachers. Finally, the third themes are learning materials. It is to understand that the learning materials given by the teachers are relevant.

Findings

RQ1: What are the themes and basic competencies in the lesson plan of civic lesson for multicultural education in elementary schools?

The themes and basic competences in civic education lesson plans provides a lot of opportunity to learn about multicultural education. In the elementary level, the government of Indonesia provides guidelines for the teachers to teach multicultural education. For example, there are four main basic themes for the elementary school levels in teaching civic education, these are Pancasila or five Indonesian fundamental principals, Bhineka Tunggal Ika or unity in diversity, The Unitary state of Republic of Indonesia, and Indonesian constitution 1945. Each basic themes are being developed by teachers into some learning materials. As this research focused on teaching multicultural it has been summarized into the table 5 below.

Table 5

The characteristics of lesson plans containing multicultural education

Lesson Plans	Multicultural education characteristics
Basic themes and competences	The themes of learning are about the diversity The learning competences creates students to understand living in different characteristics The themes discuss about Indonesian local culture
Learning outcomes	The learning outcomes make students to have some curiosity towards diversity in Indonesia The learning outcomes creates students to appreciate difference The learning outcomes make students able to work with other people coming from different with them
Learning materials	The learning materials follows the government rules The learning materials contain diversity of Indonesia The learning materials contain one of Indonesian local cultures

Table 5 provides the summary of characteristic of lesson plans which contain multicultural education. It can be seen from the table that after analyzing the documents, it has been founded that basic themes and competences, learning outcomes and learning materials in civic education contains multicultural education. Learning themes and basic competencies are the most important part of the lesson plan analysis. Learning themes form the basis for teachers when teaching about multicultural education, while basic competence is a form of the main learning achievement that students will have after learning about multicultural learning in Civic Education learning. This section shows the results of an analysis of six lesson plan documents obtained from three elementary schools in Jakarta, which specifically contain multicultural learning in schools. More specifically, the first analysis that is carried out is on the theme of learning and also the basic competencies that students will have after learning about multicultural learning. In order to understand the results of the analysis of the six lesson plans, the results are presented in a table of the results of the analysis of the lesson plans in the appendix 2.

The findings of the study revealed that the implementation of multicultural values is taught in fourth-grade learning in the first semester. Appendix 2 shows that the theme taught about multicultural learning is "The Beauty of Diversity," and the sub-theme is "Cultural Diversity of My Nation." The beauty of diversity is the main theme that aims to educate students to comprehend multicultural learning in their school environment. This beautiful theme of diversity teaches students how to turn diversity into unity, not conflict so that they can live in a diverse environment. This is in line with what the following class teachers say: "The theme of the beauty of diversity is taught to fourth-grade elementary school students as early as one, in this case, the focus of teachers in teaching is to teach the diversity of ethnic groups in Indonesia" Interview, Teacher 3

"In the context of the beautiful theme of diversity, I teach students that they value religious differences. It just so happens that in the school where I teach, in one class, there are three different religions so that they can know firsthand" Interview, Teacher

4

The teachers also said that through the theme of the beauty of diversity, teachers can implement multicultural education for their students. Based on the interview results, teachers can improvise examples that can be used to teach diversity to students so that they can encounter differences. The first teacher teaches his/her students about ethnic diversity. As an archipelagic country, Indonesia consists of various ethnic groups, such as the Betawi tribe from Jakarta, the Sundanese from West Java, the Minangkabau tribe from West Sumatra, the Dayak tribe, the Madura tribe. Based on these

tribal differences, the teacher packages them in a story so that they can understand the meaning of a difference in their ethnicity.

The second teacher teaches religious diversity. There are six religions officially recognized by Indonesia state: Islam, Catholicism, Protestantism, Hinduism, Buddhism, and Konguchu. In the school where the teacher teaches, there are several religions, while in the fourth grade where he teaches, there are three religion groups: Islam, Catholicism, and Protestantism. The teacher has challenges in teaching differences in religious diversity, so when there is material about the beauty of diversity, this teacher uses religious diversity because this is in accordance with his daily context. In addition, the other lesson plan shows that "the diversity of religion" becomes another theme in teaching multicultural education in elementary school.

Table 7 is the other lesson plan that was analyzed in this study. When it comes to themes and sub-themes that is analyzed, the second lesson plan focuses on teaching diversity of religion. As mentioned earlier, Indonesia consists of six religions although Islam is considered to be the majority religion. However, the school put an effort in teaching religious diversity through civic education lesson plan.

"When I teach civic education in school, I see that religion also plays an important role in student mind set. Civic education also educate about diversity of religion, so that religious diversity is considered to be importance" interview, teacher 5

Based on a statement from one of the teachers, the results of an analysis of the lesson plan show that religious diversity is one of the most important things in multicultural learning. It can be seen that in elementary schools, teachers also teach about religious differences. As a country that adheres to six religions, elementary school students need to be taught how to understand different religions and the rules that apply to these religious differences. For example, when teaching respect for other people who are worshipping, seeing someone wearing different clothes, and so on. So that teaching about religious differences is the most important thing in multicultural learning in elementary schools.

Table 6*The Lesson Plan II of Civic Education for Fourth-Grade Students*

Class/semester	IV/II (four/two)
Theme	The diversity of religion
Sub-themes	Religious diversity of Indonesia
Core competencies	<p>Accepting, living, and appreciating the religious teachings it adheres to.</p> <p>Having honest behavior, discipline, responsibility, courtesy, care, and confidence in interacting with family, friends, teachers, and neighbors.</p> <p>Understanding factual knowledge by observing (hearing, seeing, reading, and questioning it) and questioning it based on curiosity about himself/herself, God's creatures and their activities, and the objects he encounters at homes, schools, and playgrounds.</p> <p>Presenting factual knowledge in a clear, systematic, and logical language, in aesthetic works, in movements that reflect healthy children, and in actions that reflect the behavior of children of faith and noble character.</p>

After analyzing the themes in learning, the next is regarding the basic competencies that students need to have after studying multicultural education. When viewing from the basic competencies that elementary school students need to have, there are four basic competencies that teachers should have. One of the basic competencies that the teacher has always taught is "Grouping common ethnic identities (traditional clothing, language, traditional houses, special foods, and traditional ceremonies), socioeconomic (types of parental work) in the home environment, schools, and surrounding communities."

Table 7 describes about the analysis of basic competencies written in the lesson plan, the form of implementing multicultural values can be seen in learning about the customs of ethnic groups in Indonesia. As a multicultural country, Indonesia consists of various ethnic groups, such as Sabang in the far west and Merauke in the far east. In learning in elementary school, teachers need to teach about the identity of the ethnic group.

"While teaching about the beauty of diversity, the students in my class were able to work on the Pancasila project by serving regional specialties in each province. The students were very happy because they were trying to enjoy the food that exists in every province in Indonesia" interview, teacher 8"*After learning the Pancasila project about food, they became familiar with the identity of a region based on the typical food in the area" interview, teacher 5*

In accordance with the competence in this learning to understand the identities of ethnic groups in Indonesia, the teacher tries to collaborate in learning the Pancasila Project. One form of the Pancasila project is to cook regional specialties in each province. Although they are still in elementary school, they are very happy and understand and enjoy the foods. They not only enjoy

it, but they can also understand the differences in Indonesia. Therefore, teaching these differences can be done by trying the characteristics of each region.

Food can be a way for students to remember and know the identity of the ethnic group in each region. Regional specialties are easy to remember, especially by elementary school students. The enjoyment and taste of the typical region make the students always remember the regional origin of food. Thus, this can be a way for them to remember and know their identity and ethnicity. It is hoped that by knowing the food, the students can appreciate every different custom and culture.

RQ2: How the teachers achieve the learning outcomes in the lesson plan of civic lesson for multicultural education in elementary schools?

Learning outcomes are one of the most crucial things in every lesson plan. Every learning plan must have learning outcomes because every elementary school teacher who will teach needs learning outcomes so that the learning carried out can be maximized and educate the students according to their main purpose. If you look at the results of the analysis of the learning outcomes carried out, which in this case are the learning outcomes related to the value of multiculturalism, are as follows: (1) After observing the pictures and class discussions, students can explain the diversity in Indonesia in the written form correctly. (2) After reading the text "Getting to Know the Minang Tribe," students can process information in the form of mind maps correctly. (3) After searching for information on the diversity of classmates and discussing, students can explain the attitudes that must be shown to respect diversity in the written form correctly.

Three of the five learning outcomes included in the lesson plan fit the purpose of understanding the context of differences in Indonesia. First, students are able to explain diversity in Indonesia. This section is a cognitive learning objective for the students to have a mindset about diversity. This is in accordance with what was conveyed in the classroom by the teacher about learning the beauty of diversity in learning Pancasila and Civic Education.

"When I started teaching about multicultural education, I always tried to educate and teach them so that they could think critically about a difference. So, the first step is to make them understand and explain the differences" Interview, teacher 4

"Being able to get students to explain a difference is my main target in teaching. I try to use an illustration or a video to get them to understand the difference" interview, teacher 2

Explaining diversity or difference is challenging for teachers because with the learning outcomes, it is a challenge for teachers in elementary schools so that the students understand the context of this learning. Based on the results of interviews with teachers and analysis of the documents, as shown in Table 5, explaining diversity is one of the most important aspects. Teachers use various methods to make the students understand the concept.

"In this lesson, I tried hard to explain diversity, even though it was difficult" interview, student 5

"I tried to talk in front of the class about tribal differences and identities in Indonesia, I slowly began to understand it" interview, students 10

Every material presented by the teacher about multicultural education makes the students think hard about how they can express and re-explain any existing differences. During observation, in the classroom, students are invited to listen and convey what they understand about the differences in ethnic identity in Indonesia. These differences make the students always think and explain again in front of the class. Although this method is very difficult to apply, students have the skill or ability to understand the difference. So, in this context, students can re-explain differences and the beauty of diversity.

The second part of learning outcomes about multicultural education is that students can process thoughts in the form of correct mind mapping in multicultural education learning. In this case, the teacher teaches about "Getting to Know the Minang Tribe" located in West Sumatra Province. In this case, students learn to study more specifically about West Sumatra Province. This province has many natural beauties and various uniqueness, including very delicious specialties. Thus, when the teacher guides students to learn about the Minang Tribe, it becomes one of the characteristics for them to understand.

"The second learning objective is to try to design learning to be more specific and make students understand more about one of the tribes in Indonesia" interview, teacher 10

"I am very happy when the teacher teaches about the Minang tribe; one of the parts that I always remember is the calm Minang special food, namely Rendang. When I remember swimming, I always remember west Sumatra" Interview, student 15

The students are very happy with the West Sumatran culture taught by the teachers. The teachers tried to teach West Sumatra in various ways, one of which was introducing the regional specialties such as Rendang. According to a teacher, they not only talked in class, but also brought the Rendang food into the classroom and distributed it to the students. In the classroom, the students

became very happy as they understood the typical food of West Sumatra. In addition to regional specialties, the teacher also introduced the Minang traditional Bakaian, which is unique and different. These traditional Minang clothes are usually worn at weddings, and what makes students happy is that they are brought into the classroom, and some students in elementary school try them. So, there are at least two things that the students know: the specialties and traditional clothing of the region. The third result of the analysis of learning outcomes is that students can respect diversity in oral and written forms. This is the ultimate learning goal where students can respect this diversity after learning a few things about multicultural education. The diversity in question is what has already been studied about the Minang community, special foods, and many other things.

RQ3: Why are some learning materials of multicultural education lesson plan of civic lesson importance for elementary school students?

Learning materials are very important. They contain the most important parts about multicultural education. Teachers use them to perform learning and teaching activities in the classroom. There are many parts of teaching materials, both written and unwritten, so that this can enable students to understand what the teachers convey to their students. In the context of the implementation of multicultural education, there are three main materials based on the results of the analysis of the lesson plan shown in the table given as Appendix 2. (1) The first material is cultural map (in the student's book), the text of the song "Aku Anak Indonesia," differences in traditional clothes, traditional houses, traditional dances, and traditional musical instruments. (2) The second material is text "Getting to Know the Minang Tribe." (3) The third material is the characteristics of the area that can be seen from various aspects (buildings, clothes, traditional houses, languages, traditional ceremonies, etc.).

Table 4 shows the results of an analysis of materials related to multicultural education in elementary schools. The results of the analysis of several lesson plans show that the material presented is in accordance with multicultural learning. As a reference, UNESCO made a multicultural learning guide entitled UNESCO guideline on intercultural education (UNESCO, 2006). In this guide, UNESCO mentions several materials related to multicultural education, including Religion, Culture, Education, and Language. The three materials found in the lesson plan analysis on multicultural learning contain all of these things, except for language. In addition, in

the Indonesian context, the government through Law No. 20 of 2003 concerning the National Education system states that elementary school students need to be able to understand the values of multicultural education. So that the results of the analysis of the three materials listed in table 4 are in accordance with multicultural learning

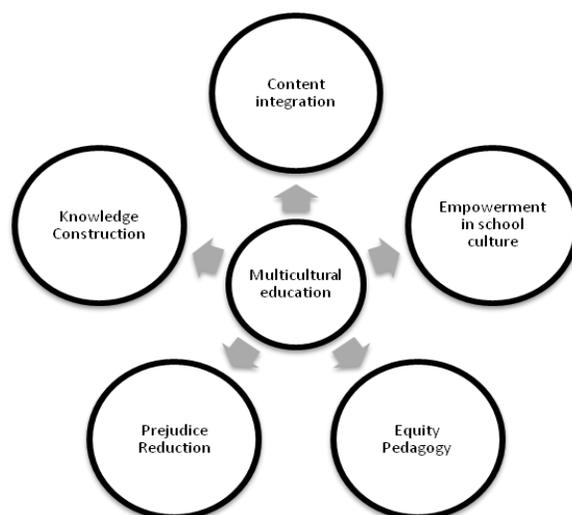


Figure 1 Five Dimension of Multicultural Education

Apart from the explanation from UNESCO, there are also five dimensions regarding multicultural education, one of which is knowledge construction. Knowledge construction is the main material or knowledge that needs to be taught to students. So that this can be the core material taught to students. With core material like this, students are expected to be able to absorb and obtain maximum information about multicultural learning in elementary schools. Next is the result of an analysis of multicultural education learning materials.

The first teaching material is about cultural maps illustrating the distribution of cultures in Indonesia. The cultural map can be seen in terms of traditional houses, traditional dances, and traditional musical instruments. For fourth-grade students, imagination is needed in the form of pictures, so that when teaching about learning materials, it will be easy to remember certain pictures, so in this case, the teacher tries to be able to teach about the cultural map of Indonesia.

"The cultural map taught in my class is indigenous dances, and I teach it through video" interview, teacher 9

"I really understand the material taught by the teacher about the distribution of cultural customs, especially about traditional clothing" Focus Group Discussion, Student 16

The cultural distribution map that teachers are currently teaching students is one of the most interesting things. Based on the information from the students and teachers, the cultural distribution map became very easy and interesting, so they tried to keep remembering and also trying it out.

After learning about the distribution of culture in Indonesia, the teacher also focused on the Minang tribe. In accordance with the learning outcomes, this material aims to teach about regional customs, regional traditional houses, and how to perform regional folkloric dances. Thus, learning materials about multicultural education can be taught students in the best way.

The learning materials that have been obtained from the lesson plan are relevant to multicultural education. In terms of the Decree of the Education Agency, Standards, Curriculum and Assessment of the Ministry of Education, Culture, Research and Technology Number 033/H/KR/2022 concerning Learning Outcomes in Early Childhood Education, Basic Education Levels, and Secondary Education Levels, learning Pancasila and Civic Education focused on the unity in diversity and the Unitary State of the Republic of Indonesia. These two learning outcomes are designed to create students understand the difference. In addition to this, the results shows that learning about Indonesian culture, traditional clothes, traditional houses are part of unity in diversity. Therefore, it can be said that the learning outcome founded in this study are relevant to the teaching multicultural education.

Discussion

In this section, it will review the research findings on the implementation of multicultural values in schools based on the lesson plan. This section is divided into three main parts, including discussions of basic themes and competencies, learning outcomes, and learning materials about multicultural education.

The first part shows the basic theme and competencies. Learning topics and basic competencies are the most important part of the lesson plan as the topic and basic competencies in the lesson plan can become a fundamental foundation for teachers in teaching multicultural values (Sumadi & Casmana, 2020). The learning theme in the lesson plan is very important in every learning, and the theme has two main functions in learning.

The first function is as a core reference for teachers when teaching multicultural learning. It creates a lesson plan that becomes a reference for the teacher to match the track that has been prepared.

Thus, the learning materials focus on multicultural education (Forrest et al., 2016; Stanton, 2015). Based on the results of the analysis and findings, the lesson plan developed and made by the teacher is in accordance with multicultural learning. The theme of learning taught to students is the beauty of diversity, with the sub-theme being the cultural diversity of the nation.

Three elementary schools in East Jakarta have taught and implemented multicultural learning values to their fourth-grade students through Pancasila and Civic Education. The same is true for previous studies suggesting that multicultural education can be given in primary schools.

The sub-theme of my nation's diversity means that the school teaches about tribes and nations. Indonesia consists of various tribes and nations such as Sundanese, Javanese, Minang, Batak, Madurese (Aragona-Young & Sawyer, 2018). The same research examined multicultural education in Thailand, where the lesson plan is to implement themes and topics about their ethnicity. In Thailand, the largest ethnic group is the Thai tribe, and there are also Chinese, Northern Thai, and Southern Thai, and several other small tribes, such as Ngio, Phutai, and Saek tribes (Arphattananon, 2018, 2021). The multicultural education learning model in Thailand teaches its students to make them understand the tribes of their country. The findings of this study about this lesson plan are consistent with those of in Thailand.

The second lesson plan analysis is about learning outcomes. Learning outcomes are a description of several aspects, including competence and learning outcomes expected by teachers after following a learning process (Yildiz Durak, 2019). In understanding the learning outcomes, the focus is to teach students to make them understand multicultural educational learning. In this case, the context of purpose of multicultural education learning is to get to information about the Minang tribe. The students are taught to get to know one of the indigenous tribes in Indonesia more closely. Although only one is taught, the students can understand about one of the tribes in Indonesia (Rachmawati et al., 2022). The same is true in the context of multicultural education in Australia. The purpose of the learning is to teach elementary school students that they still respect Aboriginal or indigenous peoples (Forrest et al., 2016; Watkins et al., 2016). Thus, in this context, multicultural learning has a very important role in both Indonesia and Australia (Zid & Casmana, 2021).

The third lesson plan analysis is about the core material in each lesson. The material in learning is the main source of knowledge for elementary school students (Bada & Jita, 2022; Mahlomaholo & Mahlomaholo, 2022). The material in learning has two main functions: teaching the topic and

becoming a reference from students in learning about multicultural education. The material taught needs to have many reference sources about multicultural learning, making it easier for students to learn it (Shava, 2022). Based on research findings and analysis of lesson plans, the material taught is about the diversity of my nation, which is more specifically related to special foods, traditional clothing, customs and whatnot. However, the respondents stated that the Minang tribe was part of the case study, so that the students understood more details.

Furthermore, the study's novelty highlights that multicultural education is not a single subject taught in the elementary education level, but it is integrated into civic education in Indonesia. It can be seen from the lesson plans that has been founded in elementary school level. In addition, teaching multicultural education can be taught in various learning themes. However, the use one of Indonesian local tribes such as Minang can be very beneficial for the students. It is because the example brought to the classroom are very close to the students and some of them comes from Minang tribe as well. Although there are four main learning materials in learning civic education in elementary schools based on government decree, the theme of unity in diversity and the Unitary State of the Republic of Indonesia are very relevant for teaching multicultural education. Therefore, it can be used for the teachers in elementary level.

This study has a novelty that teaching multicultural education in elementary school can be involved in civic education learning. This is because there is no specific subject of multicultural education in all school of Indonesia, so that it should be part of another subject. In addition to the novelty, although there is a national curriculum in teaching civic education, teachers can freely include some learning materials and examples which are relevant to the subject. This study also have some implication either for the teachers and scholars. The teachers in all elementary school can use the learning materials and example that has been found in this study, also they can use some learning themes that have been developed in this study. As for the scholars, this study can be one of the references for undergoing the future study in the topic of multicultural education in school.

Conclusion

Based on the study findings about the lesson plan containing multicultural education in elementary schools, multicultural education value can be conveyed optimally. The content of multicultural education are found in the fourth grade of civic education lesson plan. In the first semester, fourth-grade students learn the concept of diversity, which is the theme of the beauty of diversity. This

theme is covered in the first semester of fourth-grade students, but this multicultural education is not a stand-alone subject.

Multicultural education learning is taught and integrated through the subject of Pancasila and Civic Education. The results of the analysis of the lesson plan are divided into three parts: the theme and basic competencies, learning outcomes, and learning materials.

The results of the analysis of the lesson plan showed that the theme taught is about the beauty of diversity, and the sub-theme is the diversity of my nation. The two themes discussed are multicultural education learning in Pancasila and citizenship education learning. More specifically, both themes are derived from basic competencies. The basic competencies taught are about the diversity of my nation which is seen in ethnic groups, traditional clothing, special foods, and others. Meanwhile, based on the findings, the students better understand project learning by learning the origin of regional specialties. Through these foods, it is easy for the students to identify where the area comes from.

In addition, the learning materials used to teach multicultural education is in the Minang tribe from West Sumatra Province. Teachers in several elementary schools in East Jakarta made West Sumatra part of a case study to examine it. Although the main focus of this learning is on the diversity of my ethnic group, the teachers focus on the West Sumatra region.

Finally, the study's novelty found that multicultural education is not a single subject in school, but it is integrated in civic education learning. The learning materials and learning outcome in this research are based on the government decree, and the learning example taught by teacher are using one of the local tribes named Minang tribes. Although this study successfully analyzed the lesson plan, researchers encountered some shortcomings during the data collection process. First is the timing of the implementation of the research. At the time of data collection, the school was running the final exams, and thus the students were not able to participate in the focus group discussion. In addition, there was also a limited number of teachers who were able to participate in this research due to several reasons, so that this study only obtains a few teachers as participants. Thus, further studies can be conducted to devote more time and involve more schools.

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Appendixes

Appendix 1

The data and sources of data from civic education lesson plan

Lesson plan	Sources	Description
1	Basic themes and competencies	<ol style="list-style-type: none"> 1. Bhineka Tunggal Ika (Unity in Diversity) 2. The Unitary State of the Republic of Indonesia
	Learning outcomes	<ol style="list-style-type: none"> 1. Students are able to explain their identity, family, and friends according to their culture, interests, and behavior. 2. Students are able to analyze and present the results of the analysis of simple forms of norms, rules, rights, and obligations in their position as family members, school residents, and part of society.
	Learning materials	<ol style="list-style-type: none"> 1. Get to know Betawi culture, batak culture, minang culture and its behavioral characteristics 2. Respecting the values and norms that apply in the Betawi cultural community, DKI Jakarta
2	Basic themes and competencies	<ol style="list-style-type: none"> 1. Bhineka Tunggal Ika (Unity in Diversity) 2. The Unitary State of the Republic of Indonesia
	Learning outcomes	<ol style="list-style-type: none"> 1. Students are able to recognize and mention the self-identity (physical and non-physical) of people in the surrounding environment. 2. Students are able to analyze simply and present the results of the analysis of the implementation of norms, rules, rights, and obligations as family members, and school residents
	Learning materials	<ol style="list-style-type: none"> 1. Exploring information about the identity of the people of DKI Jakarta 2. Digging for information and learning about the implementation of norms and rules that apply to indigenous peoples
3	Basic themes and competencies	<ol style="list-style-type: none"> 1. Bhineka Tunggal Ika (Unity in Diversity) 2. The Unitary State of the Republic of Indonesia
	Learning outcomes	<ol style="list-style-type: none"> 1. Students are able to appreciate the diversity of ethnic groups, socio-cultural, in the frame of Bhinneka Tunggal Ika. 2. Students carry out their obligations and rights as family members, school residents, and part of the community
	Learning materials	<ol style="list-style-type: none"> 1. Learn about the people who come from the Betawi tribe of DKI Jakarta 2. Studying rights and obligations as a member of society and family

4	Basic themes and competencies	<ol style="list-style-type: none"> 1. Bhineka Tunggal Ika (Unity in Diversity) 2. The Unitary State of the Republic of Indonesia
	Learning outcomes	<ol style="list-style-type: none"> 1. Students are able to identify and present various forms of ethnic diversity, socio-cultural in the surrounding environment. 2. Students are able to practice making mutual agreements and rules and stick to them in daily life in the family and at school.
	Learning materials	<ol style="list-style-type: none"> 1. Learn about various tribes and ethnicities in Indonesia 2. Learn about the diversity that exists in the school environment
5	Basic themes and competencies	<ol style="list-style-type: none"> 1. Bhineka Tunggal Ika (Unity in Diversity) 2. The Unitary State of the Republic of Indonesia
	Learning outcomes	<ol style="list-style-type: none"> 1. Students are able to understand the surrounding environment (RT / RW / desa / kelurahan, and kecamatan) as an inseparable part of the territory of the Republic of Indonesia. 2. Students are able to analyze, present the results of the analysis, respect, maintain, and preserve cultural diversity in the frame of Bhinneka Tunggal Ika in the surrounding environment.
	Learning materials	<ol style="list-style-type: none"> 1. Learn about diversity in the neighborhood 2. Learn about cultural diversity
6	Basic themes and competencies	<ol style="list-style-type: none"> 1. Bhineka Tunggal Ika (Unity in Diversity) 2. The Unitary State of the Republic of Indonesia
	Learning outcomes	<ol style="list-style-type: none"> 1. Students are able to display an attitude of cooperation in various forms of ethnic, social, and cultural diversity in Indonesia that are bound by unity and unity 2. Students are able to get to know their area in the context of regencies/cities, provinces as an inseparable part of the territory of the Republic of Indonesia. Students are able to build togetherness, unity, and contribute to creating comfort in the school and the surrounding environment.
	Learning materials	<ol style="list-style-type: none"> 1. Learn about the diversity of ethnic groups, social and cultural 2. Learn about Indonesia's various provinces

Appendix 2*The Lesson Plan I of Civic Education for Fourth-Grade Students*

Class/semester	IV/I (four/one)
Theme	The beauty of diversity
Sub-themes	Cultural diversity of my nation
Core competencies	<ol style="list-style-type: none"> 1. Accepting, living, and appreciating the religious teachings it adheres to. 2. Having honest behavior, discipline, responsibility, courtesy, care, and confidence in interacting with family, friends, teachers, and neighbors. 3. Understanding factual knowledge by observing (hearing, seeing, reading, and questioning it) and questioning it based on curiosity about himself/herself, God's creatures and their activities, and the objects he encounters at homes, schools, and playgrounds. 4. Presenting factual knowledge in a clear, systematic, and logical language, in aesthetic works, in movements that reflect healthy children, and in actions that reflect the behavior of children of faith and noble character.
Basic competencies	<ol style="list-style-type: none"> 1. Understanding what it means to be united in diversity in homes, schools, and communities 2. Working with friends in diversity in homes, schools, and community settings. 3. Grouping common ethnic identities (traditional clothing, language, traditional houses, special foods, and traditional ceremonies), socioeconomic situations (types of parental work) in the homes, schools, and surrounding communities 4. Understanding what it means to be united in diversity in homes, schools, and communities
Competency achievement indicators	<ol style="list-style-type: none"> 0. Explaining the diversity in Indonesia in the form of Tulisan 1. Explaining the characteristics of the Minang tribe through a mind map 2. Writing examples of behavior as a form of pride in being an Indonesian child
Learning outcomes	<ol style="list-style-type: none"> 1. After observing the pictures and class discussions, students can correctly explain the diversity in Indonesia in a written form 2. After reading the text "Getting to Know the Minang Tribe," students can correctly process information using mind maps. 3. After searching for information on the diversity of classmates and discussing, students can correctly explain the attitudes that must be shown to respect diversity in a written form

	<ol style="list-style-type: none">4. After singing and discussing, students can correctly write down examples of behavior as a form of pride in being an Indonesian child5. After singing and discussing, students can distinguish the high and low notations accordingly
Learning materials	<ol style="list-style-type: none">1. Cultural map (in the student's book), the text of the song "Aku Anak Indonesia," differences in traditional clothes, traditional houses, traditional dances, and traditional musical instruments2. The text "Getting to Know the Minang Tribe"3. The area's distinctive features can be seen from various aspects (buildings, clothes, houses, languages, ceremonies, and others).
