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Instilling Diversity: Actualization of Cultural Diversity Values in Indonesian Textbooks in Elementary Schools

Endang Sulistyowati ✉

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Abstract

This study aims to describe (1) the process of actualization of cultural diversity values in Indonesian textbooks in elementary schools (2) describe the content of global diversity contained in Indonesian textbooks in elementary schools (SD). This study uses a qualitative approach with a content analysis method on Indonesian textbooks used in elementary schools. Data in the form of statements and sentences that have cultural value content. The source of the data was obtained through the class VI Indonesian textbook published by Erlangga. Data was collected using reading and recording techniques. The validity of the data uses triangulation. The data was analyzed through a content analysis approach. The results of the study show that there are several cultural diversity values that can improve students' understanding of global diversity. The process involves the use of materials that cover various aspects of culture, both local and national, to introduce and strengthen the understanding of diversity to students. In addition, this study also explores the content of global diversity contained in Indonesian textbooks in elementary schools, which aims to instill the values of togetherness, tolerance, and respect for differences among others. In the textbook, various contents were found that support the understanding of the importance of coexistence in a multicultural society, as well as its relationship with the development of global diversity among students.

Keywords: *actualization, cultural diversity values, elementary schools, Indonesian textbooks, the character of global diversity.*

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Introduction

Cultural diversity is among the most crucial assets of a nation that can enrich national identity and enhance social cohesion within the community. In Indonesia, with its vast array of ethnicities, languages, and traditions, the challenge of managing this diversity harmoniously, especially throughout education. Education based on diversity, therefore, has a critical role in shaping the youngsters' capacity to appreciate and understand difference as an integral part of social life. The Indonesian Language textbooks at the elementary school level serve as the primary instrument of internalizing diversity values, considering that language is not only a tool of communication, but also a medium for generating social consciousness and collective identity formation. Although some actions have been taken to integrate culture in the education curriculum, the cultural representation in textbooks is often restricted to the majority perspective and inadequate to fairly and truly represent diversity.



In the context of globalization, where openness and intercultural understanding have become quite desirable, diversity-based education should encourage students to gain a more comprehensive insight into global and varied cultures and be ready to adapt to a more worrying warung society. However, previous research has shown that there is a significant gap between the concept of diversity in textbook learning and its actual description; Typically, certain national cultures dominate the entire cultural representation in textbooks, without providing details about the value of global diversity and its riches. Therefore, simply teaching learning about local values is too simplistic; Effective diversity character education is not only informative.

Therefore, Indonesian subject matter must not only follow normative academic content but also cover social and cultural realities in the world. For the execution system of a multicultural approach, students must be given access to a variety of narratives, illustrations, and examples of people's lives in different cultural backgrounds. Thus, students will not only have a theoretical understanding of diversity but also internalize shared values such as tolerance, social justice, and intercultural cooperation that they will be able to use on a daily basis. Research conducted by Kurniawan et al. revealed that students who are often swept away by inclusive teaching materials have more attitudes than they do and are able to adjust well in a heterogeneous environment. Therefore, the representation of textbooks on cultural concepts can signify and determine how much influence they have in shaping students' attitudes towards diversity.

Because of this urgency, the purpose of this study is to evaluate the extent to which cultural diversity values have been represented in Indonesian textbooks for grade VI elementary schools. In essence, attention is directed to two factors, namely the extent to which local and national cultures are represented in texts and illustrations, and the extent to which books help students to understand aspects of global diversity. The content analysis method is expected to help to identify patterns of cultural representation in material learning and enable content assessment for the possibility of developing awareness for students about the need for diversity in society. The findings by the researcher are expected not only to make an academic contribution to multicultural education research, but also to reinforce the recommendation for the development of more inclusive and responsive textbooks for today's debtors.

Materials and Methods

The research method used is a qualitative descriptive method (Nugrahani, 2014). This study aims to describe (1) the process of actualization of cultural diversity values in Indonesian textbooks in elementary schools (2) describe the content of global diversity contained in Indonesian textbooks in elementary schools (SD). This research is focused on understanding the importance of integrating diverse cultures in textbooks used in the learning process at the elementary school level. Meanwhile, the data used in this study are in the form of words, sentences, and statements that contain cultural diversity. The main source of data is the material contained in Indonesian textbooks that contain cultural values and global diversity. The research sample refers to the Indonesian package book for grade VI elementary school published by the Erlangga publisher. The data collection process is carried out through documentation studies, namely by reviewing the content of selected Indonesian textbooks (content analysis). In addition, observation and interview processes are used. The collected data is then analyzed to identify the actual cultural values and global diversity content contained in the learning materials. The research instrument used in this study is the content analysis guideline, which is used to assess and explore the cultural elements and diversity contained in the textbook. The observation guidelines are supported by the use of student interview sheets.

Results

The results of the research on the Actualization of Cultural Diversity Values in Indonesian Textbooks in Elementary Schools to Improve the Character of Global Diversity were obtained from the analysis of the content of the book and the results of interviews as a support for the understanding of global diversity

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in each individual when participating in teaching and learning activities in the classroom. The analysis of the content of the book includes various aspects such as reading texts, illustrations, and exercises that reflect the diversity of Indonesian culture. The results of interviews with teachers and students provide insight into how the values of cultural diversity are applied in the daily learning process. In addition, this study also reveals the importance of the role of Indonesian textbooks in shaping the character of global diversity in elementary school students from an early age.

The Process of Actualizing Cultural Diversity Values in Indonesian Textbooks to Improve the Character of Global Diversity

Cultural diversity in Indonesia is one of the nation's riches that needs to be introduced and understood from an early age. In terms of education, Indonesian textbooks also have a role in teaching students about the values of diversity. This study found that the Indonesian kels VI textbook published by Erlangga has the integration of the main values in the textbook content: improving national and local values. The values respected are broken down by the highest to lowest percentages as follows: tolerance, mutual cooperation, respect for local traditions, justice & equality, mutual respect, openness. To find out the representation of each value in the textbook, this study held a qualitative and quantitative descriptive study. According to the value, tolerance has the highest percentage, which is 20 percent, followed by mutual cooperation, which is 18 percent, justice & equality, 17%, mutual respect, 16%, respect for local traditions, 15%, and openness, 14%. Here is a value chart.

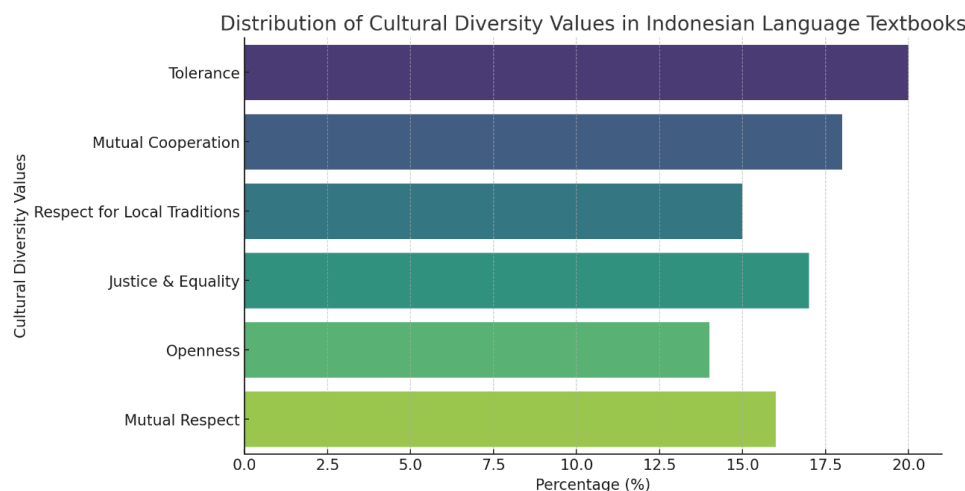


Figure 1. Distribution of Cultural Diversity in Indonesian Language Textbooks

Based on Figure 1, the results of the research on the special portion given by Indonesian textbooks to these values show a broader and deeper synergy. Moreover, the percentage of students' openness and appreciation for local traditions was recorded lower, lower material on this topic requires more in-depth reinforcement. The essence of this case is to show that the provision of local culture can strengthen students' cultural identity and understanding of the concept of global diversity. Because this book accommodates cultural diversity, it does not mean that its scope has been closed and this book illustrates examples that can be applied to more communities. Therefore, in addition to books, the role of teachers in maximizing teaching is an important part of education. Based on the results of previous research, Widayati 2023 books must be supported in terms of teaching methods. Therefore, how can teachers be better able to adapt teaching methods that support students to the values of diversity optimally. Thus, with the results of this personal research which shows that Indonesian textbooks can be used to reflect the national value system in life among students, thus, this media can be introduced to elementary school students.

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a. Integration of Cultural Diversity Values in the Structure of Learning Materials.

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The first process found in this study is the integration of cultural diversity values in the structure of learning materials. The Indonesian textbook published by Erlangga consistently includes diverse cultural elements, both local, national, and international cultures. Each chapter in this book is equipped with texts that include folklore, poetry, and narratives from various regions in Indonesia. These texts contain values that encourage students to appreciate cultural diversity, such as the value of mutual cooperation, mutual respect, and pride in local culture. This process of actualization shows an effort to introduce students to the rich culture that exists around them.

b. Contextual Approaches Relevant to Students' Daily Lives.

Indonesian textbooks apply a contextual approach that is relevant to students' daily lives. This book not only focuses on theory or textual knowledge alone, but also encourages students to relate the cultural values present in the material with their real-life experiences. For example, in one of the chapters, students are invited to discuss cultural traditions in their school or in their respective home environments, which relate to the main themes in the lesson. Thus, the actualization of cultural values is not only seen as information that must be learned, but also practiced in student life both in the family, school, and community environment, thereby increasing understanding of diversity.

c. The Use of Images, Illustrations, and Other Media That Depict Various Cultural Activities.

The use of images, illustrations, and other media that depict various kinds of cultural activities. In this book, there are many pictures and illustrations that show the diversity of Indonesian ethnicity and culture. This visual media is an important means of helping students to more easily understand and appreciate the differences in culture. This helps visualize diversity, making it more tangible and receptive to students who are still in elementary school. This textbook not only talks about theory, but also provides real examples in the life of a multicultural society.

d. Development of Global Diversity Character through the Value of Cultural Diversity.

The presentation of Indonesian material emphasizes the development of global diversity through the value of cultural diversity. Through the texts presented, students are introduced to the concept of diversity on a broader scale, namely global and refer to the character of elementary school students who have the spirit of nationalism. This book invites students to see the importance of tolerance, mutual respect, and maintaining harmony despite coming from different cultural backgrounds. This process of actualization is strengthened by including texts describing relations between nations and international efforts to preserve culture. This aims to foster a sense of responsibility for students in maintaining and celebrating diversity in an increasingly connected world.

Teachers' efforts are carried out in actualizing the value of cultural diversity by applying a group-based learning model through an active and contextual approach in the learning process. Teachers utilize every material in the textbook to introduce and instill diverse cultural values, both through text discussions, discussions, and experiential learning activities. In this case, teachers not only play the role of presenters of material, but also as facilitators who actively encourage students to appreciate the cultural diversity around them. One of the efforts made by teachers is to relate the material in the textbook to the real life of students. For example, in discussing folklore from various regions, teachers invite students to discuss the meaning and values contained in the story. Teachers also often ask students to compare folklore from different regions, so that students can understand the diversity of Indonesian culture. In this way, teachers help students to see that despite differences in traditions and cultures, there are universal values such as togetherness, help, and mutual respect that can be applied in their daily lives.

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In addition, grade VI teachers also optimize the use of image media, illustrations, and other resources contained in textbooks to strengthen students' understanding of cultural diversity. Teachers invite students to observe images that depict various cultural activities, such as traditional ceremonies, traditional arts, and community customs in various regions. By discussing these images, teachers can introduce various Indonesian cultures and arouse students' pride and appreciation for the nation's cultural

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richness. Teachers also invite students to share their personal experiences related to cultural traditions in their families or communities, so that learning is more lively and meaningful. Furthermore, teachers also use learning methods that allow students to be actively involved in activities that reflect the values of cultural diversity. For example, teachers organize group activities that aim to introduce cultures from various regions in Indonesia. In this activity, students work together to present customs, traditions, or dances typical of a particular region, so that they can better understand and appreciate the diversity. In addition, teachers also often conduct visits or invite speakers from various cultural backgrounds to provide further understanding of the importance of respecting differences.

Global Diversity Content in Indonesian Books in Elementary Schools

The grade VI Indonesian textbook published by Erlangga publisher contains various themes that describe global diversity, which aims to introduce and strengthen students' understanding of the importance of the values of togetherness and tolerance in the life of a multicultural society. The content of global diversity contained in this book is presented through various texts, stories, and examples that contain moral and social messages that are relevant to the context of today's global world. In fact, improving global diversity is the ultimate goal of the dissemination of the cultural material described in this textbook. Because we are not only talking about linguistic aspects, but also instilling global values such as multicultural awareness, tolerance, appreciation of our two societies, social equality, and participation in culture. Therefore, measuring the level of effectiveness of individual aiming textbooks in highlighting students' global diversity, reviewing changes in understanding before and after learning. As a result, this shows individual textbooks that significantly improve their understanding of other diversity values. The value increased from 45% to 80%, tolerance – from 50% to 85%, national culture – from 40% to 78%, social equality – from 38% to 75%, and cultural activity – from 42% to 82%. This is illustrated in Figure 2:

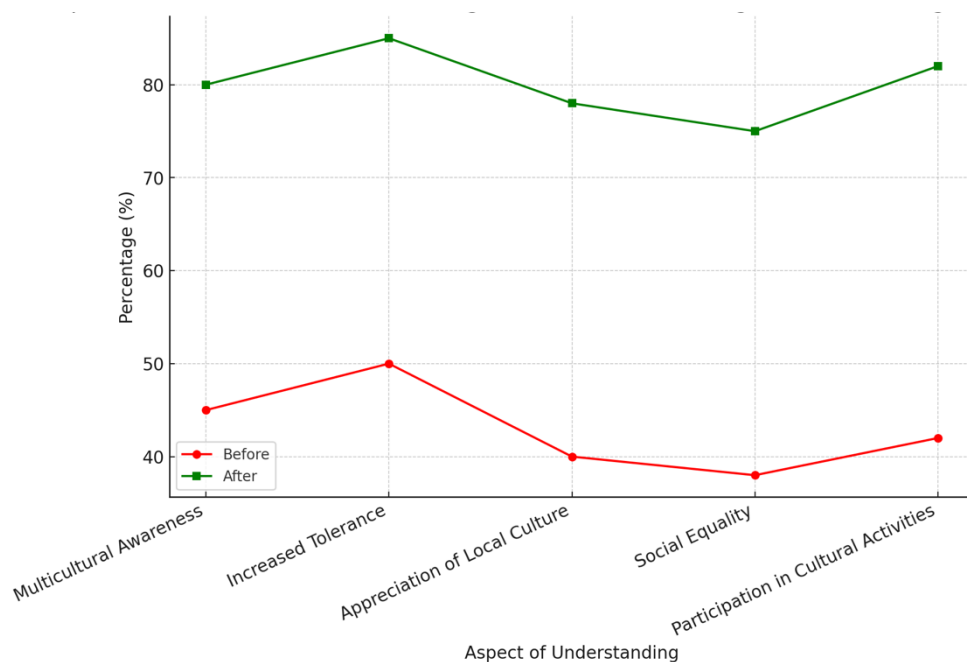


Figure 2. Comparison of Student Understanding Before and After Using Indonesia Language Tektbooks

This finding proves that the Indonesian kels VI Erlangga textbook has the power to instill global diversity values. A significant improvement in the aspects of multicultural awareness and tolerance is that students better understand and book this book on the learning process. This is in line with what Al-Ma'ruf & Nugrahani found in 2015 that increased culture can increase social empathy and provide support for

tolerance among students. Although, there has been an increase in aspects of social equality and participation in cultural activities, but more needs an interactive one to amplify this impact. Sutiyono in 2022 proved that the integration of diversity values in textbooks must be supported by direct experience, such as cross-cultural education and involvement in school cultural activities. Thus, the implementation of project-based learning and direct interaction with diverse cultural communities can further strengthen the value of students' global diversity. The use of audiovisual media and culture-based learning platforms, about what to do is to make the learning experience of participants different; recommendations, more integration and digital technology. That is the result of this research that will help the curriculum to create a more open and respectful generation in the era of globalization. For this, the details of the Global Diversity content are as follows:

a. Introduction to the Importance of Intercultural Tolerance.

Through folklore and narratives taken from various regions in Indonesia, this book invites students to understand and appreciate the cultural differences that exist in society. For example, texts that tell about the differences in traditions in various ethnic groups in Indonesia provide an understanding that even though each region has different customs and customs, they still coexist with mutual respect. This tolerance is a value that is highly emphasized in every material, considering the importance of cooperation and harmonious living in a pluralistic society.

b. The concept of equality and human rights in a global context.

The texts in the book describe the fair treatment of all people regardless of ethnicity, race, religion, or socio-economic background. In several stories and dialogues, students are reminded of the importance of treating others with respect and without discrimination. This aims to form the character of students who are not only sensitive to differences, but also able to respect the rights of others in the wider society.

c. International Cooperation in Maintaining Peace and Diversity.

This book presents texts that raise topics about collaboration between countries to solve global problems, such as climate change, poverty alleviation, and cultural preservation. By incorporating these themes, this book not only teaches students about diversity at the local or national level, but also introduces them to the importance of the role of individuals and countries in creating a better, more inclusive, and respectful world.

Discussion

The findings in the process of actualization of cultural diversity values in Indonesian textbooks grade VI are that the integration of cultural diversity values in the structure of learning materials has a strong relevance with the findings of previous research that show the importance of early recognition of cultural diversity in education. Previous research by Muryanti et al., (2024) emphasized that teaching that integrates local and global cultural values can enrich students' understanding of differences and promote tolerance. The implications of these findings are very contributing in shaping the character of students who are sensitive to differences and able to adapt in a multicultural society. This is also in line with the opinion of Al-Ma'ruf, (2017) who stated that cultural integration in learning can increase students' social awareness of the importance of living together in diversity. However, the limitation of these findings, based on previous research, is the lack of attention to more systematic ways of assessing the process of cultural integration in the curriculum, which still needs to be paid more attention to ensure a more comprehensive and impactful implementation (Sani et al., 2024).

The Indonesian textbook published by Erlangga publisher applies a contextual approach that is very relevant to students' daily lives, an approach that has proven effective in supporting students' understanding of the subject matter. This approach allows students to relate the knowledge learned to their experiences and social environment, which has been proven in previous research by Putri, (2022) which shows that a contextual approach can improve students' understanding of learning materials. The contributing implication of this approach is that students not only memorize information, but can also

apply it in real life, a finding that is in line with research conducted by Rukmini et al., (2023) that emphasizes the importance of context-based learning in improving students' ability to solve everyday problems. However, the limitation of this finding is that the contextual relevance in question is sometimes still limited to a narrower scope, namely in the local context, and does not fully cover the broader dynamics of global life, which is also revealed by research by Nugrahani & Al-Ma'ruf, (2024) which finds a gap in the application of global context to Indonesian subject matter. The gap is found in the component of teaching materials that are in harmony with the interpretation of local culture which is emphasized on the presentation of the language.

The use of images, illustrations, and other media that depict various kinds of cultural activities in Indonesian textbooks shows the importance of visualization in supporting students' understanding of cultural diversity. In line with the findings of previous research, visual media such as images and illustrations can enrich learning by providing a more concrete context regarding the cultural values being taught, as revealed by Kurniawan et al., (2024) who emphasized that images can strengthen students' understanding of abstract concepts in cultural learning. The implication of this finding is the importance of integrating visual elements in textbooks to increase students' understanding and involvement in learning materials related to culture (Luthfi & Rakhmawati, 2016). However, the limitation of the use of visual media lies in its limited ability to cover all aspects of cultural diversity in society, as also pointed out by Afidah et al., (2024) who show that although images can help in conveying cultural messages, there are limitations in cultural representation that can only be conveyed through text or more in-depth narratives.

The presentation of Indonesian material that emphasizes the development of global diversity through the value of cultural diversity has strong relevance with the findings of previous research. Research conducted by Kurniawan et al., (2024) shows that the integration of diversity values in Indonesian learning can increase students' understanding of the importance of tolerance and respect for cultural differences in a multicultural society. This is in line with the findings in a study by Widayati, (2023) which states that teaching based on cultural diversity has a positive impact on shaping inclusive and adaptive attitudes in students. The implications of these findings show that Indonesian materials presented with an emphasis on cultural diversity can be an effective means of introducing global diversity values, which in turn can strengthen students' social and global character. However, the limitations of these findings must also be noted, as mentioned by Purwawijaya et al., (2024) who stated that although global diversity materials have been introduced, their effectiveness in shaping students' character depends on the extent to which the application of these values can be practiced in the daily lives of students in the school environment. Therefore, further development in the presentation of more contextual and applicable materials is needed to optimize the formation of global diversity characters.

The strengthening of global diversity contained in the Indonesian textbook for grade VI elementary school published by the Erlangga publisher consists of several aspects. The introduction to the importance of intercultural tolerance in Indonesian textbooks for elementary schools is relevant to the findings in previous studies that underscore the importance of teaching tolerance from an early age to create an inclusive and harmonious society. Research by Al-Ma'ruf & Nugrahani, (2015) shows that education that prioritizes tolerance can reduce prejudice between cultural groups, which is in line with the purpose of this textbook to introduce cultural diversity from a primary age. The implications of these findings make an important contribution to the educational curriculum, where the application of tolerance values can strengthen the character of diversity and reduce social conflicts in the future (Subekti et al., 2024). However, the limitations in this study can be seen in the lack of diversity in cultural sources used in textbooks, as found by Al-Ma'ruf, (2017) who suggested the need for broader global cultural integration to enrich students' perspectives on intercultural tolerance. These findings indicate that although this book has tried to introduce the value of tolerance, there is still room for improvement in more diverse cultural representations so that the goals of tolerance education can be achieved more comprehensively.

The concept of equality and human rights in a global context is a central issue in the discussion of the class VI Indonesian textbook published by Erlangga, which is closely related to the values of global diversity that are expected to be understood by students. The findings of previous research show that the introduction of equality and human rights at the global level is very important in education to instill human values and mutual respect, which also plays a role in shaping a tolerant attitude towards differences (Kurniawan et al., 2024). This book adopts a similar approach by integrating human rights and equality issues in a global cultural context, so that it can help students understand the importance of fair treatment of all individuals, regardless of cultural and social background (Sulistyorini et al., 2024). The contributing implications of these findings suggest that this textbook can serve as an effective means of developing the character of global diversity among students, in line with national education goals that emphasize the formation of inclusive societies and respect differences (Rahayu et al., 2024). However, the limitations of these findings are related to the lack of strengthening the practical application of equality values in students' daily activities, which according to several previous studies needs to be done in a more contextual and hands-on experience-based way (Kurniawan et al., 2024).

International cooperation in maintaining peace and diversity is closely related to the findings of previous research that emphasizes the importance of collaboration between countries to create global stability (Widayati, 2024). Cross-border cooperation is not only beneficial for strengthening relations between countries, but also plays a key role in minimizing conflicts that arise due to cultural differences. The implications of these findings suggest that policies that support collaboration between countries in various fields, such as education and the economy, are indispensable to promote global diversity and tolerance (Zainuri, 2022). However, these findings also have limitations, as international cooperation is often hampered by political factors and power inequality between countries that can affect the success of joint initiatives (Afidah et al., 2024). Therefore, while international cooperation can make a great contribution to maintaining peace and diversity, structural barriers need to be overcome in order for this collaboration to run more effectively and inclusively.

Conclusion

The actualization of cultural diversity values in Indonesian textbooks in grade VI of elementary school has a representation of cultural diversity values shown through the use of interesting languages. The values contained in the book include tolerance, mutual cooperation, respect for local traditions, justice and equality, openness, and mutual respect. The actualization process is carried out by teachers by applying a group-based learning model through an active and contextual approach in the learning process, linking the material in the textbook with the real life of students, optimizing the use of image media, illustrations, and other resources contained in the textbook to strengthen students' understanding of cultural diversity. The content of global diversity contained in Indonesian textbooks includes tolerance, equality of human rights, international cooperation, maintaining peace and diversity. The findings of this study are expected to be able to contribute to the field of education to realize a generation of people with Pancasila character without underestimating the element of diversity in Indonesia.

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Conflict of interests

No conflict of interest.

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