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Analysis of Multicultural Values on Student's Textbook of Pancasila and Citizenship Education of Senior High School Class X

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Abstract: Analysis of Multicultural Values on Student's Textbook of Pancasila and Citizenship Education of Senior High School Class X. Objectives: This study aims to analyze multicultural values on student's textbook of Pancasila and Citizenship Education of Senior High School Class X. Methods: This research used content analysis method with a qualitative approach. Data source of this research was student's textbook of Pancasila and Citizenship Education of Senior High School Class X Curriculum 2013 published by Ministry of Education and Culture. Data collection was done with careful anaysis and recording of the content of multicultural values in textbook. Checking the validity of the data besed on semantic validty was by observing the data in introduction consisted of sentences and illustrations images as well as the goal and scope of learning and reliability was inter-rater reliability that was by reading and reviewing to get consistent data. Findings: The contents of multicultural values contained in student's textbook of Pancasila and Citizenship Education of Senior High School Class X consist of 15 multicultural values which include ethnohistory, religious differences, ethnocultural differences, tolerance, diversity, equality and rights of the wider community, eliminating discrimination, eliminating racism, universal humanity, conflict resolution, mediation, democracy, human rights, nature conservation, and environmental awareness. The integration of the values contained in Pancasila and Citizenship Education textbook of Senior High School Class X are each integrated through preliminary learning consisting of introductory sentences of learning, picture illustration, and learning objective; the core part which consists of a description of learning material, independent assignment, and group assignment; and the concluding part consists of reflection, summary, self-assessment, citizenship project, and competency test. Conclusion: Student's textbook of Pancasila and Citizenship Education of Senior High School Class X contains multicultural values that are describe in each chapter in the student's textbook.

Keywords: multicultural values, textbook, and pancasila and citizenship education.

▪ INTRODUCTION

The study of multicultural values becomes a strategic need and an important thing within the scope of Indonesian nation, considering that Indonesian nation consists of various ethnic, cultural and religious groups that have potential for conflict. The diversity that exists in Indonesia on the one side has a positive impact that teaches the community to respect differences, but on the other side the differences of diversity that exists in Indonesia has potential for conflict that is caused by the lack of public understanding to understand and respect between one another's group and other groups. The application of multicultural values is one of the important things to be developed with the aim of realizing humanitarian values contained in society.

Blum (2014) states that multicultural values are important because it teach the recognition of the differences in a group from different groups of society. The forms of differences include in education, social recognition, politic, national power or civil ties between groups, and the recognition of equality within groups. Equality is a special value

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that everyone has the right to get the same desire as others. Multicultural values include an appreciation of cultural differences and multicultural values must reflect the recognition of different belief and show equality towards each group without discrimination. (Coon, 2016).

Integrating multicultural values in education unit can be integrated through textbook, textbook is expected to be able to provide understanding to student fundamentally about the meaning of diversity and educate student to have an attitude of mutual acceptance and respect for differences. Integrating multicultural values in textbook is an effort to teach student to have a broad view of the differences that occur during a pluralistic society. This is in line with the opinion of Barakoska (2013) that the integration of multicultural values in textbook is the most basic form for student to gain knowledge and understanding of the meaning of diversity and through knowledge gained in textbook, student can apply through skills, so as to have an attitude respect each other, support and show diverse cultural potential.

Furthermore, Bank (1997) explains the strategy of integrating multicultural values can be done through five dimensions, namely; first, content integration which refers to curriculum development by integrating multicultural values through concept illustration contained in textbook involving the core learning, principle, generalization, and theory in subjects; secondly, the integration of knowledge construction is related to how multicultural values shared by groups of people influence the way they look, think and act; third, reducing prejudice that is building positive attitude among student carried out by educator in learning; fourth, equal pedagogic, namely educator in raising problem always related to building the attitude of student who can understand differences; fifth, the empowerment of school culture, namely multicultural values developed through the personality of student.

Referring to the opinion of Banks (1997), textbook has a strategic role in integrating multicultural values. This is relevant to the opinion of Errigton & Litic (2016) which states that textbook has a strategic role to implement student learning opportunities in the learning process provided in the education system. The learning opportunities provided must be in accordance with the objectives to be achieved, these goals can be in the form of goals for student to obtain knowledge, attitudes, values, and skills obtained through the learning process (Errigton & Litic, 2015). As Hilton (2016) explains that textbook is the most important part in shaping student's experience in the learning process. The use of textbook by student will enrich academic and non-academic experience. Textbook has many benefits which student can use textbook to read material in the learning process and through textbook student can improve basic understanding related to learning materials taught by teacher in class.

Textbook is intended not only to provide aspects of knowledge, attitudes, values, and skills acquired by student during the learning process, but textbook can be used as a medium to convey universal values contained in society (Gebregeorgis, 2016). Submission of universal values contained in textbook is in line with the opinion of Ceglie & Olivares (2012) that textbook must contain content that concerns race, ethnicity, gender, culture, social status, language, human rights, and etc. without any exceptions. Based on this, it is important to study in depth about the content of multicultural values contained in textbook. The integration of multicultural values through this textbook is in line with the diverse conditions of Indonesian people and lives in Unity in Diversity. This motto is as a manifestation of the ideals in realizing a sense of unity and unity of the nation on top of the existing diversity. Through this motto, Unity in Diversity as a form

of efforts in the prevention of various tribal, religious, racial, and inter-group conflicts (SARA).

Pancasila and Citizenship Education is subject that is quite strategic in integrating multicultural values, which the subject is very closely related to life that occurs in society. Pancasila and Citizenship Education carries a social mission for the life of the nation and state. This is relevant to the opinion (Enyiaka, 2018) that citizenship education is a component of education to form encouraging student to become citizen who participates in people's lives. Citizenship education is taught with the aim of forming student actively involved in people's lives and actively participating democratically (Silay, 2014). Through Pancasila and Citizenship Education subject, student can shape the behavior of being a good citizen, can accept and respect differences and respond to differences in a good way.

However, if looking at development that occurs at this time, the content of the analyzed values contained in the book is only limited to the aspects of character, while not many multicultural aspects that study in depth. Analysis of the study of multicultural values in textbook is one of the important factors in order to produce new findings about the types of values contained in textbook. Research results of Cho (2014) on the textbook on citizenship education in Korea found that there is a tension between ethnic nationalism and multicultural perspective in the textbook on citizenship education in Korea. Textbook from a multicultural perspective found that minority groups are under-represented or misinterpreted without mentioning their views. This study confirms that the validity of representation of minority groups and the construction of critical knowledge remains an important problem to be overcome in building textbook content in multicultural societies regardless of their social context.

The same thing is also expressed in Lerch's research (2016) that there are 573 social studies textbooks in 80 post-conflict countries in 1950-2011 textbooks dominated by the formation of national identities in each country. The national identity discussed is about the rights of the people of each country. The emphasis on national identity indicators is very dominant while multicultural indicators in textbooks are still very minimal. Furthermore, the results of Yee's research (2018) revealed that the contents of multicultural values contained in citizenship education textbook are only limited to aspects of ethnic diversity while other aspects of multicultural values are not raised in textbook. Moreover, Yee (2018) states that the content of multicultural values is an important factor to be integrated in textbook. This is because the content of multicultural values in the textbook not only provides aspects of knowledge but is expected to shape the character of student who has an attitude to appreciate and respect differences that exist as diverse societies.

Based on the explanation above, this study aims to analyze multicultural values contained in student's textbook of Pancasila and Citizenship Education of Senior High School Class X Curriculum 2013 publication of Minister of Education and Culture Revised Edition 2017. The multicultural values which intended are four core of multicultural values developed by H.A.R Tilaar (2003) consisting of first, an appreciation of the reality of cultural plurality in society which includes indicators of religious differences, cultural differences, tolerance, diversity, and group progress in society; second, recognition of human dignity and human rights which includes indicators of equality of status and rights of the wider community, eliminating discrimination, eliminating racism, prejudice, and human rights; third, the development of the responsibilities of the world community including universal humanitarian indicators,

conflict resolution, mediation, and democracy; fourth, the development of human responsibility for the planet includes indicators of natural preservation and environmental awareness.

▪ METHOD

The type of research was content analysis research with a qualitative approach. This study aims to describe and make conclusions that are valid and can be reexamined. The part analyzed was the multicultural values contained in the textbook of Pancasila and Citizenship Education of Senior High School Class X. The study was conducted by analyzing document in the form of textbook of Pancasila and Citizenship Education Class X Curriculum 2013 published by the Ministry of Education and Culture 2017 Revised Edition. The data source in this study was the student's textbook of Pancasila and Citizenship Education of Senior High School Class X Curriculum 2013 published by the Ministry of Education and Culture. Data collection in this study was carried out with content analysis and careful recording of student's textbook of Pancasila and Citizenship Education of Senior High School Class X. The main instrument in this study was the researcher herself. This data collection was carried out by including in the rubric of analysis compiled based on the theoretical basis related to multicultural values.

The validity of data in this study was based on validity and reliability. Data validity used semantic validity by observing the data in the introduction consisted of sentences and illustrated images as well as the purpose and scope of learning. The core part consisted of a description of subject matter, independent assignment, and group assignment. The concluding section consisted of reflection, competency test, self-assessment, and citizenship project. While reliability used in this study was intra-rater reliability, namely by reading and reviewing to get consistent data. The procedure in this study consisted of four steps, namely data procurement, data reduction, inference, and data analysis (Krippendorf, 2013). The data procurement phase consisted of 3 parts, namely the determination of the analysis unit, the determination of samples, and recording, or noting. Data reduction was done by eliminating things that were not in accordance with the multicultural values analyzed. Inference was done by using criteria for determining multicultural values contained in textbook. The data analysis technique in this study was the stage of describing the obtained data analysis. Data analysis used qualitative analysis techniques.

▪ RESULT AND DISCUSSION

In the first semester, PPKn textbook involves Chapter I about "Pancasila Values in the Framework of State Government Implementation Practices". This chapter consists of 3 sections, namely: (1) State Power Distribution System of the Republic of Indonesia, (2) Position and Function of the Ministry of the Republic of Indonesia and Non-Ministry Government Institutions, (3) Pancasila Values in Government Administration. Chapter II concerns about "Provisions of 1945 Constitution of the Republic of Indonesia in the Life of the Nation and State", which consists of 4 sections, namely: (1) The territory of the Unitary Republic of Indonesia, (2) Position of Indonesian Citizen and Population, (3) Freedom of Religion and Belief in Indonesia, and (4) National Defense and Security System of the Republic of Indonesia. Chapter III describes "Authority of State Institutions According to 1945 Constitution of the Republic of Indonesia", which consists of 4 sections, namely: (1) Superstructure and Infrastructure of Indonesian Political System, (2) State Institutions according to 1945 Constitution of the Republic of Indonesia, (3)

Good Governance, and (4) Citizen Participation in Political System in Indonesia. Chapter IV about "Structural and Functional Relations of the Central and Regional Government", which consists of 4 sections, namely: (1) Decentralization or Regional Autonomy in the Context of the Unitary State of the Republic of Indonesia, (2) Position and Role of the Central Government, (3) Position and Role of Regional Government, and (4) Structural and Functional Relations of Central and Regional Government.

In the second Semester, PPKn textbook includes Chapter V about "National Integration in a Unity in Diversity Frame". This chapter consists of 5 sections, namely: (1) Diversity of the Indonesian Nation, (2) The Importance of the Concept of National Integration, (3) Forming Factors of National Integration. (4) Challenges in Maintaining the Unity of the Republic of Indonesia, and (5) Participation of Citizens in Maintaining National Unity. Chapter VI concerns about "Threats to the State within the Unity in Diversity Frame". This chapter consists of 3 sections, namely: (1) Threats to National Integration, (2) Threats in the Field of IPOLEKSOSBUDHANKAM, and (3) Role of Community Participation in Overcoming Various Threats in Building National Integration. Chapter VII about "Archipelago Insight in the Context of the Unitary State of the Republic of Indonesia", which consists of 4 sections, namely (1) Archipelago Insight, (2) Position of Function and Objective of Archipelago Insight, (3) Aspects of Trigatra and Pancagatra in Archipelagic Insight, and (4) The Participation of Citizens Support the Implementation of Nationality Insights.

Based on the results of the analysis, it is obtained that the content of multicultural values contained in the student's book of PPKn subject of senior high school class X is manifested in subsections in the book, namely introduction, core, and concluding section. The introduction consists of motivational sentences and picture illustrations as well as the objectives and scope of learning. The core part consists of a description of subject matter, independent assignment, and group assignment. The concluding part consists of reflection, summary, self-assessment, citizenship project, and competency test. The results of the analysis of the student's book of PPKn subject for class X containing multicultural values are presented in the material of each chapter explicitly and implicitly.

The results show that the content of multicultural values in the introduction on chapter I about "Pancasila Values in the Practices Framework for Implementing State Government" includes multicultural values consisting of equality of positions and rights of the wider community and ethnohistory. In the equality of position and the rights of the wider community described in the form of illustrations while ethnohistory described in the form of introductory sentences learning. In the second chapter on "Provisions of 1945 Constitution of the Republic of Indonesia in the Life of the Nation and State" the integration of multicultural values in the introduction does not appear. In Chapter III on "The Authority of State Institutions According to 1945 Constitution of the Republic of Indonesia" the integration of multicultural values of ethnohistory described in the form of sentences introducing learning. In chapter IV about "Structural and Functional Relations of the Central and Local Government" the integration of multicultural values of democracy outlined in the form of introductory sentences for learning, Chapter V on "National Integration in a Frame of Unity in Diversity" integrates multicultural values of tolerance outlined in the form of sentences for learning. In chapter VI about "Threats to the State in the Frame of Unity in Diversity" the integration of multicultural values of diversity is described in the form of an introductory sentence of learning. In chapter VII on "Archipelago Insight in the Context of the Unitary State of the Republic of Indonesia"

the integration of multicultural values of diversity outlined in the form of sentences introducing learning.

At the core of the multicultural values described in the subject matter, independent assignment, and group assignment. In the subject matter of multicultural values consists of seven chapters, each chapter is described in sub-chapter, namely in chapter I about "Pancasila Values in the Framework of the Practice of State Governance" Multicultural values conveyed include equality of position and rights of the wider community, democracy, ethnohistory, eliminating discrimination, religious differences, tolerance, mediation, human rights, eliminating racism, and environmental awareness. In Chapter II on "Provisions of 1945 Constitution of the Republic of Indonesia in Life of National and State", the multicultural values developed are ethnohistory, nature conservation, human rights, equality of position and rights of the wider community, religious differences, tolerance, environmental awareness, universal humanity, and resolution conflict. In chapter III on "Authority of State Institutions According to 1945 Constitution of the Republic of Indonesia", the contents of the multicultural values conveyed are ethnohistory, democracy, human rights, and environmental awareness. Chapter IV on "Structural and Functional Relations of the Central and Regional Government" contains multicultural values which include democracy, eliminating discrimination, human rights, ethno-distortion, and preserving nature. In chapter V about "National Integration in a Unity in Diversity Frame", the multicultural values developed are tolerance, diversity, ethnocultural differences, human rights, environmental awareness, conflict resolution, and democracy. In chapter VI on "Threats to the State in the Frame of Unity in Diversity", the multicultural values instilled are diversity, democracy, ethnocultural differences, religious differences, tolerance, environmental awareness, eliminating discrimination, and ethnohistory. Chapter VII on "Archipelago Insight in the Context of the Unitary State of the Republic of Indonesia" contains multicultural values of diversity, ethnohistory, democracy, human rights, tolerance, religious differences, eliminating discrimination, and environmental awareness. In addition to the subject matter, multicultural values at the core are instilled through independent and group assignment, of the two tasks the embedded multicultural values are ethnohistory, human rights, democracy, and ethnocultural differences.

In the concluding section consists of reflection, summary, self-assessment, citizenship practice, and competency test. In closing in Chapter I on "Pancasila Values in the Framework for Practicing the Implementation of State Government" multicultural values are found in self-assessment which includes environmental awareness, human rights and democracy while in the aspects of reflection, summary, citizenship projects and competency test of values multicultural values are not raised. In Chapter II on the "Provisions of 1945 Constitution of the Republic of Indonesia on State and National Life" multicultural values are included in summaries and self-assessments including human rights, environmental awareness, nature preservation, and universal humanity while reflection, citizenship project, and competency test are not raised. In Chapter III on "Authority of State Institutions According to 1945 Constitution of the Republic of Indonesia" Multicultural values are found in self-assessment which includes democracy, environmental awareness, and human rights while the reflection section, citizenship project, and competency test are not raised. In Chapter IV on "Structural and Functional Relations of the Central and Local Government" multicultural values are found in self-assessment which includes human rights while in the reflection section, citizenship project and competency test are not raised. In chapter V on "National Integration in a

Unity in Diversity Frame" multicultural values are contained in the reflection section which contains environmental awareness while summarizing, self-assessment, citizenship project, and competency test of aspects of multicultural values are not raised. In chapter VI on "Threats to the State in the Frame of Unity in Diversity" multicultural values are not contained in the concluding section of this chapter. In chapter VII on "Archipelago Insight in the Context of the Unitary State of the Republic of Indonesia" multicultural values are contained in the reflection and summary section containing ethnohistory while in the aspects of self-assessment, citizenship project, and competency test are not raised.

Based on the description of each chapter in the student's textbook of Pancasila and Citizenship Education Class X, it can be analyzed that the contents of multicultural values in the student's textbook of Pancasila and Citizenship Education of Senior High School Class X have integrated each multicultural values in each learning activity. The learning activities include preliminary activities, core activities, and closing activities.

Table 1. Recapitulation of multicultural values in student's book of ppkn of sma class x

Multicultural Core Values	Multicultural Values	Total
An appreciation of the reality of cultural plurality in society	Ethnohistory	17
	Religious Differences	8
	Ethnocultural Differences	3
	Tolerance	10
	Diversity	9
Recognition of human dignity and human rights	Equality of Status and Rights of Wide Community	2
	Eliminating Discrimination	5
	Eliminating Racism	1
	Human Rights	42
Development of world community responsibilities	Universal Humanity	2
	Conflict Resolution	2
	Mediation	1
	Democracy	34
Development of human responsibility for Earth planet	Nature Conservation	6
	Environmental Awareness	9
Total		151

Table 1. shows a recapitulation of multicultural values developed in the student's textbook of Pancasila and Citizenship Education class X has included multicultural values in each chapter in the textbook. More detailed information can be seen in the following image.

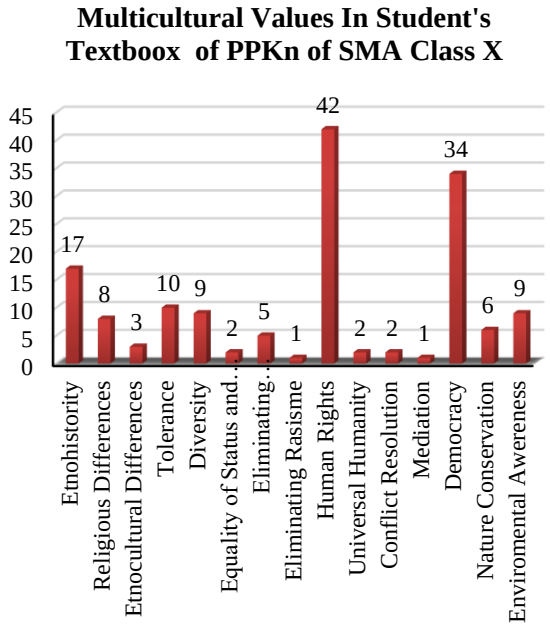


Figure 1. Recapitulation of multicultural values in student's textbook of ppkn of senior high school class x

The emergence of multicultural values analyzed in the textbook of Pancasila and Citizenship Education of Senior High School Class X covers human rights, democracy, and ethnohistory having the most frequency contained in the textbook. Whereas multicultural values eliminate racism, mediation, equality of positions and rights of the wider community, universal humanity, and resolution of conflicts contain multicultural values with the least appearance compared to other multicultural values. Based on this, it proves that the student's textbook of Pancasila and Citizenship Education of Senior High School Class X have given rise to multicultural values in each chapter with each emergence of different multicultural values.

According to the results of the analysis of student's book of Pancasila and Citizenship Education of Senior High School Class X 2013 curriculum, the material contained in this book contains multicultural values based on the multicultural core values developed by (Tilaar, 2003). As for each multicultural values spread in several learning activities that include preliminary activities, namely introduction to learning and picture illustrations; core activities are learning material, independent assignment, and group assignment; and closing activities, namely reflection, summary, self-assessment, citizenship project, and competency test.

From three aspects above, if analyzed with the theory of Bank (1997), the integration of multicultural values contained in the textbook fulfills the three criteria of the five criteria mentioned. As for each of these criteria include; firstly, the integration of multicultural values as explained through content integration, that is, the material presented in textbook has illustrated multicultural values, both concepts, principles, facts, and theories starting from Chapter I to Chapter VII; second, the construct of knowledge that contains multicultural values that are different from each chapter that is integrated through introduction and core activities; Third, pedagogic, in the textbook is integrated in the form of student activities such as independent assignment and group assignment.

In addition to learning activities also developed in the form of self-assessment, reflection, summary, citizenship project, and competency test.

Generally, Pancasila and Citizenship Education textbook of Senior High School Class X has integrated the content of multicultural values into textbook. This is in line with the theory of Barakoska (2013) that integrating multicultural values in textbook as the most basic form of student to gain knowledge and understanding of the meaning of diversity and through the knowledge gained in textbook student can apply through skills, thus they have mutual respect, support and show diverse cultural potential.

The contents of multicultural values contained in the textbook include ethnohistory, religious differences, ethnocultural differences, tolerance, diversity, equality of position and rights of the wider community, eliminating discrimination, eliminating racism, universal humanity, conflict resolution, mediation, democracy, human rights, nature conservation and environmental awareness. The integration of multicultural values in this textbook is relevant to the theory (Gebregeorgis, 2016) which states that textbook is used as a medium to convey universal values contained in society. Submission of universal values in this study is on aspects of multicultural values. Submission of multicultural values contained in this textbook is relevant to the theory of Ceglie & Olivares (2012) that textbook must contain content that takes into account race, ethnicity, gender, culture, social status, language, and human rights and etc. without any exception.

▪ CONCLUSION

Based on the results of research and discussion above, it can be concluded that the assessment of in-depth analysis of multicultural values in textbook is one of the right strategies and in accordance with the diverse character of Indonesian nation. The multicultural values contained in textbook of Pancasila and Citizenship Education of Senior High School Class X consist of 15 multicultural values which include ethnohistory, religious differences, ethnocultural differences, tolerance, diversity, equality and rights of the wider community, eliminating discrimination, eliminating racism, universal humanity, conflict resolution, mediation, democracy, human rights, nature conservation, and environmental awareness. The integration of the values contained in textbook of Pancasila and Citizenship Education of Senior High School Class X are each integrated through preliminary learning consisting of introductory sentences of learning, picture illustration, and learning objective; the core part which consists of a description of learning material, independent assignment, and group assignment; and the concluding part consists of reflection, summary, self-assessment, citizenship project, and competency test.

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