



The Relationship between Multicultural Education and Tolerance in Students

Mutiara; Edi Purwanta; Agus Basuki; Eva Imania Eliasa

Faculty of Psychology and Educational Sciences, Yogyakarta State University, Indonesia

<http://dx.doi.org/10.18415/ijmmu.v10i7.4807>

Abstract

This study aims to determine the relationship between multicultural education and tolerance in students. The sampling technique in this study was to use purposive sampling where the sampling was adjusted to the predetermined research objectives. The number of respondents was 98 students of class XI at SMA Negeri 15 Bandar Lampung. The data analysis method used in this study is simple regression analysis preceded by normality and linearity tests. The results showed that the R value in calculating the coefficient of determination was 0.715 (positive) which means there is a positive and significant relationship between multicultural education and students' tolerance. As well as the results obtained in the calculation results that t count is greater than t table, namely $10.03 > 1.664$, which means that the hypothesis in this study is accepted, namely that there is a positive relationship and a significant relationship between multicultural education and tolerance in students.

Keywords: *Multicultural Education; Tolerance*

Introduction

Multiculturalism and Tolerance

Indonesia is a large country, consisting of various ethnicities, races, and diverse cultures. The science that studies this progress in its current development is often referred to as multicultural education (Hilmy, 2003). Multicultural education is a comprehensive and fundamental educational process for all students. This educational model opposes all forms of racism and discrimination in schools and society, accepts and affirms pluralism (ethnicity, race, language, religion, economy, gender, etc.) that is reflected among students, their communities, and teachers (Sonia, 2002). Multicultural education as education for people of color. In other words, multicultural education wants to explore differences as a necessity (God's gift). So how can we manage these differences in a spirit of tolerance and equality (Choirul, 2013). Bikkhu Parekh defines multicultural education as education that is free from prejudice and egocentric prejudice and offers the freedom to explore and study different cultures and different perspectives (Bikkhu, 2002). So basically, the principle of multicultural education is about how we can appreciate differences.

Tolerance means respecting, permitting, accepting or opposing the views, opinions, beliefs, customs, behavior of the founders themselves, etc. Indonesia has many tribes, religions, languages,

cultures and customs. Respect, which in the socio-cultural and religious context means attitudes and actions that prohibit discrimination between different groups or classes in society (Abu Bakar, 2015). Tolerance is an attitude of mutual respect and respect between groups or individuals in society or elsewhere (Mahbubah et al., 2022). Tolerance is needed to create balance and peace in society. Tolerance also emphasizes the importance of justice, compassion, humanity and mutual respect in which there is no element of forcing or suppressing other parties (Wahdah, 2019)

In the development of the era and era followed by technological developments, it became one of the triggers for the creation of various problems, one of which was the problem of differences. Research conducted by (Azzahrah & Dewi, 2021) states that inter-religious conflict arises from debate, misinterpretation, being easily provoked, lack of respect for other religions, distrust and a lack of mutual understanding in dealing with differences of opinion. Tolerance is a basic element for developing mutual understanding and respect for differences. The differences that arise in society can be even greater due to misaligned communication. Communication that is carried out both orally and in writing as well as through social media can trigger wider differences. Differences that are often not responded to in an adult manner will be a bad thing. The emergence of certain groups that show differences can even cause divisions in society. Selfish attitude, wanting to be heard, feeling right is an attitude that triggers conflict in society. Differences that exist in society if it can be addressed with tolerance will definitely minimize the emergence of disputes and other conflicts. Tolerance has no time and age restrictions. There is also no limit to who we do it, but we must be tolerant with everyone. Tolerance is not only about the ethics of respecting race, religion, culture, ethnicity and other groups of people, but we can also respect the opinions of other people's thoughts and this is included in tolerance.

The importance of understanding and applying tolerance to students is something that must be considered. A literature study conducted by (Ridwan Effendi et al., 2021) suggested that multicultural education is an education system that uses the concept of pluralism and emphasizes the principle of similarity, so it is necessary to maintain an attitude of tolerance. Instilling an attitude of tolerance can be done through multicultural education (Muawanah, 2018). At school students can get multicultural insights and education that are presented and linked to learning. Where later students will grow and participate in social life. In society, tolerance has many benefits for building harmony in life. The benefits of tolerance include: 1) Increasing faith; 2) Creating a sense of harmony and peace; 3) Strengthen brotherhood; 4) Appreciate differences; 5) Practicing empathy; 6) Train to love yourself; and 7) Avoid bullying behavior. In line with the opinion (Hasana et al., 2021) which says that the benefits of practicing tolerance in social life include being able to create harmony, harmony in society, creating a sense of togetherness, and will create peace, a sense of calm and a sense of security in social life. Meanwhile, according to Jirhanuddin in (Bunga, 2018) the benefits of tolerance for religious communities are increasing faith, creating national stability, creating an atmosphere of peace, creating a sense of security, and minimizing conflict.

Research Methods

Data Analysis Technique

This study uses a quantitative method using simple linear regression analysis to predict the effect of the independent variables on the dependent variable (Sugiyono, 2021). The requirement for using this analysis is that the sample population is normally distributed (Santoso, 2005). Before carrying out the regression test, the normality test was carried out with the Kolmogorov Smirnov and linearity. This data analysis was performed using IBM SPSS 22.0 for Windows software.

Research Respondents

The population in this study were class XI students at SMA Negeri 15 Bandar Lampung with a total of 98 students as respondents.

Sampling Technique

The sampling technique used is purposive sampling, namely samples taken based on certain considerations (Sugiyono, 2021). According to Dana P. Turner in (Amaluddin, 2010). Purposive sampling is used when a researcher wants to target an individual with a characteristic interest in a study. This study has 2 variables, namely multicultural education as the independent variable and tolerance as the dependent variable, the number of respondents used is 98 respondents with the data collection process using the Google form.

Research Instruments

The instrument used for data collection uses two scales, namely a scale to measure multicultural education and a scale to measure tolerance. On the multicultural education scale, there are 16 statements with 5 (five) answer choices, namely strongly agree, agree, undecided, disagree, and strongly disagree with a score range of 5 to 1. Examples of statements on the multicultural education scale "I value cultural diversity Indonesia". The results of the instrument validity test with Pearson Correlation stated that 16 total items had a Sig value. <0.05 so it can be concluded that the scale used is valid for measuring multicultural education. The second scale to measure tolerance, which is a Likert scale, consists of 13 statement items with 5 (five) answer choices, namely strongly agree, agree, doubt, disagree, and strongly disagree with a score range of 5 to 1. An example of one statement on the scale is "I do not impose my opinion". The results of the validity test on instruments with Pearson correlation stated that 13 total items had a Sig value. <0.05 so it can be concluded that the scale used is valid for measuring tolerance.

Result

Assumption Test

Table 1 Normality Test Results
One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		98
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	3.75803732
Most Extreme Differences	Absolute	.107
	Positive	.099
	Negative	-.107
Kolmogorov-Smirnov Z		1.058
Asymp. Sig. (2-tailed)		.213

a. Test distribution is Normal.

b. Calculated from data.

The normality test was carried out in this study using the Kolmogorov-Smirnov on SPSS. If the p value > 0.05 , it can be said that the data is normally distributed. Based on table 1, it is known that the Asymp Sig value is $0.213 > 0.05$ and the Kolmogorov Smirnov value is 1.058 which means that the multicultural education variable and the tolerance attitude variable are normally distributed data.

Table 2 Linearity Test Results
ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Toleransi * Multikultural	Between Groups	(Combined)	1645.171	17	96.775	6.670	.000
		Linearity	1436.043	1	1436.043	98.970	.000
		Deviation from Linearity	209.127	16	13.070	.901	.571
	Within Groups		1160.788	80	14.510		
Total			2805.959	97			

The data is said to be linear if the significance level is <0.05 . Table 2 shows that the variables of multicultural education and tolerance have a linear relationship, this is evidenced by the Sig. from 0.000 <0.05 and a linear deviation value of $0.571 > 0.05$. Based on the results of the normality test and linearity test, the two variables in this study have a normal distribution and a linear relationship, so that the data analysis process can be continued at the hypothesis testing stage with simple regression analysis.

Hypothesis Testing

The following is the result of a simple regression test analysis between multicultural education and tolerance in students:

Table 3 Simple regression test results
ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	1436.043	1	1436.043	100.634	.000 ^b
Residual	1369.916	96	14.270		
Total	2805.959	97			

a. Dependent Variable: TOLERANSI

b. Predictors: (Constant), MULTIKULTURAL

Table 3 shows that the results of a simple regression test conducted on prosocial behavior and work involvement variables yielded an F count of 100.63 with a Sig value of 0.000 ($p < 0.05$). This shows that the probability value of 0.000 is much smaller than 0.05 so it can be concluded that the multicultural education variable can be used to predict students' attachment to tolerance.

Table 4 Coefficient of Determination
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.715 ^a	.512	.507	3.77756

a. Predictors: (Constant), MULTIKULTURAL

Table 4 shows the results of the coefficient of determination of the study, with an R value squared of 0.512 which indicates the magnitude of the regression model resulting from the interaction of two

variables (independent and dependent variables), namely multicultural education and tolerance. The coefficient of determination is 51.2%, it can be concluded that the independent variable (multicultural education) contributes 51.2% to the dependent variable (tolerance).

The R value in table 4 shows the number 0.715, where there is no negative sign, this means that there is a positive relationship between the variables of multicultural education and tolerance in students. The influence or relationship between multicultural education and tolerance in students can be described in the regression line equation in table 5 below:

Table 5 Regression Line Equation
Coefficients^a

Unstandardized Coefficients		Standardized Coefficients	t	Sig.
B	Std. Error	Beta		
6.789	5.117		1.327	.188
.718	.072	.715	10.032	.000

a. Dependent Variable: TOLERANSI

Based on table 5, it can be seen that t count is greater than t table, namely $10.03 > 1.664$, which means that the hypothesis in this study is accepted, namely that there is a positive and significant relationship between multicultural education and tolerance in students. Table 5 also mentions the unstandardized constant coefficient of 6.789. This number is a constant number, which means that if there is no multicultural education (X), then the consistent value of tolerance (Y) is 6.789. The regression coefficient in this case is 0.718 meaning that for every 1% addition of multicultural education (X), student tolerance (Y) will increase by 0.718. The regression line equation based on table 5 is $Y = 6.789 + 0.718 X$, meaning that multicultural education (X) has a positive relationship to tolerance in students (Y).

Discussion

The results of the simple regression analysis carried out in this study indicate that the research hypothesis is accepted, namely that there is a positive and significant relationship between multicultural education and students' tolerant attitudes at school. The positive relationship between multicultural education and tolerant attitudes of students at school can be interpreted that if multicultural education is given at schools, the better the tolerant attitude of students. The coefficient of determination (R square) is 0.512, meaning that the independent variable (multicultural education) contributes 51.2% to the dependent variable (tolerance).

Previous similar research on the effect of implementing multicultural education on tolerance carried out by (Asendi, 2018) stated that there was a positive and significant relationship and influence between multicultural education on students' tolerance at school. In addition, according to (Ridwan Effendi et al., 2021) it is revealed that the importance of multicultural education is to maintain an attitude of tolerance in a person.

Theoretical Contributions

The results of this study are expected to be able to add to the body of knowledge about the importance of multicultural education in schools to form students' tolerance.

Practice Contribution

The results of this study have important implications for education in Indonesia that multicultural education needs to be given at every level of education. Given the attitude of tolerance is a very important thing that must be owned by everyone.

Not only that, multicultural education can also be strengthened with parental support so that it will be interrelated between the school and parents at home. So that a harmonious atmosphere will be created in social life. And in other words we will find peace in every element of life.

Conclusion

This research contributes to the literature related to multicultural education and tolerance in students. The results and analysis of empirical data confirm that the research hypothesis is accepted, namely that there is a positive and significant relationship between multicultural education and students' tolerance at school. This study also states that multicultural education has an effective contribution of 51.2% towards tolerance. Therefore, schools need to develop multicultural education so that an attitude of tolerance is formed in students.

References

- Abu Bakar. (2015). Konsep Toleransi dan Kebebasan Beragam, *Jurnal Media Komunikasi Umat Beragama. UIN Syarif Kasim Riau*, 7(2), 123–131.
- Amaluddin, R. (2010). ANALISIS TAYANGAN K-MUKBANG DALAM MENAMBAH MINAT BELI ATAS PRODUK MAKANAN KOREA (Studi Kasus Remaja Di Kota Kendari). *Pelayanan Kesehatan*, 2016(2014), 1–6. http://library.oum.edu.my/repository/725/2/Chapter_1.pdf.
- Asendi, M. A. (2018). Pengaruh penerapan pendidikan multikultural terhadap sikap toleransi siswa SD Negeri Suwaru Kecamatan Pagelaran. *Skripsi*.
- Azzahrah, A. A., & Dewi, D. A. (2021). De Cive: Toleransi Pada Warga Negara di Indonesia Berlandaskan Sila Ketuhanan Yang Maha Esa. *De Cive: Jurnal Penelitian Pendidikan Pancasila Dan Kewarganegaraan*, 1(6), 1–6. <https://journal.actual-insight.com/index.php/decive/article/view/229>.
- Bikkhu, P. (2002). *Rethinking Multiculturalism: Cultural Diversity and Political Theory*. Harvard University Press.
- Bunga, P. K. P. (2018). TOLERANSI UMAT BERAGAMA DAN PENGARUHNYA TERHADAP KERUKUNAN MASYARAKAT DI DESA TENDAKINDE KECAMATAN WOLOWAE KABUPATEN NAGEKEO NUSA TENGGARA TIMUR. *Skripsi*, 6(1), 1–8. <http://journals.sagepub.com/doi/10.1177/1120700020921110%0Ahttps://doi.org/10.1016/j.reuma.2018.06.001%0Ahttps://doi.org/10.1016/j.arth.2018.03.044%0Ahttps://reader.elsevier.com/reader/sd/pii/S1063458420300078?token=C039B8B13922A2079230DC9AF11A333E295FCD8>.
- Choirul, M. (2013). *Pendidikan Multikultural (Cet VI)*. Pustaka Pelajar.
- Hasana, F. D., S., & Nugraha, D. M. (2021). Pentingnya Sikap Toleransi Di Masa Pandemi Covid-19. *Harmony: Jurnal Pembelajaran IPS Dan PKN*, 6(2), 94–100. <https://doi.org/10.15294/harmony.v6i2.46734>.
- Hilmy. (2003). Menggagas Paradigma Pendidikan Berbasis Multikulturalisme. *Jurnal Ulumuna Mataram*

STAIN, VII(Edisi 12 No 12), Juli-Desember.

- Mahbubah, L., Suharsono, Y., & ... (2022). Implementasi Toleransi Beragama Di Kalangan Mahasiswa Universitas Muhammadiyah Malang. ... *Conference on Cultures ...*, 13–25. <https://ejournal.uinsaid.ac.id/index.php/iccl/article/view/5753%0Ahttps://ejournal.uinsaid.ac.id/index.php/iccl/article/download/5753/1942>.
- Muawanah. (2018). Pentingnya Pendidikan untuk Tanamkan Sikap Toleran di Masyarakat. *Jurnal Vijjacariya*, 5(1), 57–70.
- Ridwan Effendi, M., Dwi Alfauzan, Y., & Hafizh Nurinda, M. (2021). Menjaga Toleransi Melalui Pendidikan Multikulturalisme. *Al-Mutharahah: Jurnal Penelitian Dan Kajian Sosial Keagamaan*, 18(1), 43–51. <https://doi.org/10.46781/al-mutharahah.v18i1.175>.
- Santoso, S. (2005). *Mengatasi berbagai masalah statistik dengan SPSS versi 11.5* (Cetakan ke). Gramedia.
- Sonia, N. (2002). *Language, Culture, and Teaching: Critical Perspectives for a New Century*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Sugiyono. (2021). *Metode Penelitian Pendidikan (Kuantitatif,kualitatif,Kombinasi,R&D dan Peneitian Pendidikan)* (A. Nuryanto (ed.); Edisi ke-3). ALFABETA.
- Wahdah. (2019). Problematika Toleransi Umat Beragama Di Indonesia Di Era Modern: Solusi Perspektif Al-Quran. *Prosiding Konferensi Internasional Antasari*, 1(1), 464–478.

Copyrights

Copyright for this article is retained by the author(s), with first publication rights granted to the journal.

This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (<http://creativecommons.org/licenses/by/4.0/>).