



Multicultural Education Learning Methods for Early Childhood, Elementary School, and Middle School

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Abstract

Multicultural education learning methods for early childhood, elementary school students, and junior high school students should be applied appropriately to achieve the expected goals. This qualitative research with a literature study will discuss these learning methods. The data analysis technique uses content analysis by sorting things that are in accordance with the focus and objectives of the study. This study produced the following findings. First, the multicultural education learning method that can be implemented in early childhood and lower elementary school students (1, 2, 3) is the contribution method. Second, the multicultural education learning method that can be implemented in upper elementary school students (4, 5, 6) and junior high school is the additive method. Third, several other learning methods can be chosen for the implementation of multicultural education for students, including transformation method, social action method, habituation method, role model method, reward method, punishment method, lecture method, question and answer method, discussion method, deliberation method, seminar method, forum method, assignment and recitation method, demonstration method, experimental method, sociodrama and role-playing method, group work method, study visit method, dictation method, unit method, problem-solving method, programmed teaching method, module method, and so on.

Keywords: Learning Method, Multicultural Education, Early Childhood, Elementary School, Junior High School

Introduction

Learning methods are something that should be considered in any field of education without exception. Because only with the right learning method, the results of a particular educational process can be achieved optimally. In this context, especially multicultural education for early childhood, elementary school students, and junior high school students must be carried out with the right learning method. Early childhood is the golden age for the development of multicultural educational values. Likewise, elementary school and middle

school students need to develop this, because the proverb says that learning in childhood is like carving on stone. Based on this proverb, the instillation of multicultural education that respects diversity is urgently needed in these three elements.

Multicultural education functions as an important approach to fostering social harmony by encouraging respect for differences in culture, religion, and local values (Azhari, et.al., 2024). Multicultural learning has occupied a key position in modern education, becoming an important foundation for strengthening tolerance and deepening cross-cultural understanding among students (Suleman, et.al., 2024). Multicultural education promotes inclusivity, social cohesion, and mutual respect in diverse societies (Reskia, et.al., 2025). Thus, multicultural education is an approach to appreciate the diversity that exists in any aspect.

Previous research on multicultural education learning seems to have been carried out by Arpani, et.al (2025) who discussed the Sultan Iskandar Muda Foundation School in implementing multicultural education comprehensively in the learning process. Hadiansah, et.al. (2024) discussed the implementation of multicultural education in Islamic education practices in Indonesia to face global challenges. Rizqiyati, et.al. (2023) discussed multicultural education in the national education system. Huda & Albina (2025) discussed the concept of the transformational learning model in multicultural education. Pasca (2025) discussed multicultural education at Jambi Catholic Middle School.

Based on the above, some of these writings have their own characteristics from each researcher. However, of all the existing writings, it seems that none have discussed the method of learning multicultural education in early childhood, elementary school students, and junior high schools. Therefore, this article will begin to discuss this. In addition, this article will limit itself to the method of learning multicultural education in early childhood, elementary school students, and junior high schools only. This kind of limitation, will provide an opportunity for subsequent researchers to discuss multicultural education learning methods in higher education compared to the three elements that have been mentioned.

Literature Review

Multicultural education is a term that can be used to describe the challenges and issues related to education in a multicultural society, both in descriptive and normative aspects (Ramadhan & Yusuf, 2024). Multicultural education emphasizes equality amidst differences (Hanum, et.al., 2025). This kind of education is very strategic to be given to students from an early age, at least at the elementary school level (Saefudin, 2025). However, multicultural education not only teaches about cultural differences from various ethnic and religious groups but also supports appreciation, comfort, and tolerance for other cultures (Fathurrohman, 2017).

The same thing is stated that multicultural education is a priority aspect of learning in every educational unit, including for students in elementary schools (Idawati, et.al., 2025). Multicultural Education helps students understand and appreciate various aspects of culture, language, ethnicity, religion, and race that exist (Jalal, 2024). Meanwhile, Shofwan (2021) mentions three goals of multicultural education as follows, including (1) developing students'

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abilities to behave in a way that recognizes, accepts, respects, and celebrates cultural diversity; (2) directing and emphasizing learning toward democratic life; and (3) teaching and emphasizing learning that leads to justice, free from racism, sexism, other forms of social domination and intolerance.

If the development of multicultural education can be done, it will be a means of building a more substantive, contextual, positive, and active civilization in diversity (Shofwan, 2016). Based on this, multicultural education has been in the process of forming the character of students to respect and appreciate various groups such as ethnicity, nation, culture, language, race, and skin color, because humans are created differently to get to know each other (Mahmud, 2023). In other words, Farantika, et.al (2022) stated that this is an inevitability from God.

Research Method

This qualitative descriptive research uses a literature study approach in doing so. Literature study is a study to collect information and data with several things in the library, such as books, magazines, and others (Mardalis, 1999). Nazir (2003) stated that literature study is a data collection technique by reviewing books and various necessary notes.

Meanwhile, Zed (2014) added that non-printed works such as audio recordings such as cassettes, and video films such as microfilms, microfiches and other electronic materials - can also be used as data in literature studies. But of course not all non-printed works can be used in collecting data in this study. This means that data, both printed and non-printed, must be selected and sorted.

The data sources for this study are data related to the objectives and problems questioned in the study (Bungin, 2001). Thus, data analysis in this study uses content analysis by sorting data that is in accordance with the objectives and problems of the study. In addition, this research uses several methods in its discussion, namely: deduction, induction, and comparison (Hadi, 1989).

Result and Discussion

Learning methods are teaching methods that can be used in every subject (Lefudin, 2017). Learning methods are a form of implementation of learning strategies used to achieve learning objectives (Hamiyah & Jauhar, 2016). Thus, Tat, et.al. (2021) stated that the role of learning methods greatly determines the achievement of learning objectives. Several learning methods to integrate multicultural education materials for students have been mentioned by Widiyono and Muhaimin (2021) as follows, including:

First, the contribution method. Namely, this level is the most frequently used and most widely used in the first phase of the ethnic revival movement. Its characteristics are by including heroes from ethnic groups and cultural objects into the appropriate subjects. The

substance of multicultural education at this stage is to instill in students that humans who live around them and in other places are indeed very diverse. In this case, the implementation of multicultural education in schools can be adjusted to the level of education and age of students. According to Suryana and Rusdiana (2015), the implementation of multicultural education learning can use the contribution method for early childhood and lower elementary school students (1, 2, 3) which is carried out in several ways as follows, including:

1. Introducing various forms of houses and traditional clothes from different ethnicities.
2. Inviting students to taste different foods from various regions in turn.
3. Listening to songs from other regions.
4. Showing different ways of dressing, both from ethnic groups and other countries.
5. Introducing figures of fighters from various regions from within and outside the country.
6. Showing different places and ways of worship.
7. Asking students of different ethnicities to talk about wedding ceremonies in their extended families.
8. Introducing important vocabulary that comes from other ethnic groups or countries (races). For example: *maturnuwun* (Javanese), *muliata* (Batak), *thank you* (English), *kamsia* (Chinese), and others.
9. Introducing terms of address for men and women. For example: *upik* (Minangkabau), *ujang* (Sundanese), *koko* (Chinese), and others.

Second, the additive method. Namely, at this stage, learning materials, concepts, themes, and perspectives are added to the curriculum without changing its structure, objectives, and basic characteristics. This additive method is often supplemented with books, modules, or subject areas of the curriculum without changing them substantively. The additive method is actually the initial phase in implementing multicultural education because it has not touched the main curriculum.

This method can be implemented in upper elementary school students (4, 5, 6) and junior high school students who have begun to understand the meaning. With broad insight into cultural diversity, life, friendship, and knowledge, students will grow into inclusive individuals, easily accepting differences, tolerant, and respectful of others. In addition, he will easily interact with new or complex environments. According to Suryana and Rusdiana (2015), the additive method can be carried out in the following ways, including:

1. Complete the library with folklore books from various regions and other countries.
2. Create a multicultural education module to supplement other learning materials, such as a multicultural education module to supplement Social Sciences education for grade 4.
3. Play CDs or videos about rural or urban life from different regions or countries.
4. Ask students to have correspondence friends (email, Facebook, and the like) from different regions, countries, and backgrounds.
5. Tell the teacher's knowledge and experience about learning materials in other regions or countries. For example, a Natural Sciences teacher explains various plants and animals;

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an Indonesian language teacher tells about poets; and a Social Sciences teacher explains the history of the nation.

6. Integrate multicultural education values and apply them in the classroom.

Third, the transformation method. Namely, the transformation method changes the basic assumptions of the curriculum and fosters students' basic competencies in viewing concepts, issues, themes, and problems from several perspectives and ethnic viewpoints. The perspective is centered on the mainstream that may be presented in the learning material. Students may see from other perspectives, that this is a process of multiple acculturation so that a sense of mutual respect, togetherness, and love for others can be felt through learning experiences. The concept of acculturation comes from the society and culture of the country which leads to the perspective that views ethnicity, literature, music, art, and other knowledge as integral parts that form culture in general. The culture of the dominant group is only seen as part of a larger cultural whole.

Fourth, is the social action method. Namely, this method includes all elements of the transformation method but adds components that require students to take action related to the concepts, issues, or problems being studied. The main purpose of learning with this method is to educate students to carry out social criticism; teach decision-making skills to strengthen students; help students gain political education; help students become reflective social critics and train participants in social change. In addition, students acquire the knowledge, values, and skills they need to participate in social change.

According to Suprpti as quoted by Widiyono and Muhaimin (2021), the four methods above can be used to integrate multicultural education learning materials into the curriculum and can be combined in actual teaching situations in all subjects. So that this will be easier to implement in lessons related to socio-culture.

Mustafida (2020) stated that learning methods that are part of a multicultural learning strategy also require a basis of multicultural values in choosing and implementing appropriate methods. Because the method has a strategic position in supporting the success of learning, the selection of methods must be considered carefully regarding the types, steps, and advantages and disadvantages of each method chosen.

There are various learning methods from experts that can be selected and used in multicultural education learning or other learning as mentioned by Maunah (2017) below, including:

First, the habituation method. Namely, habituation is a way that can be done to accustom students to think, behave, and act according to the demands of Islamic teachings. Habituation is a very effective way to instill moral values in students. The values embedded in themselves will then be manifested in their lives since students begin to step into adolescence and adulthood (Arief, 2002).

The advantages of the habituation method, include: (1) can save energy and time well; (2) habituation is not only related to the physical aspect but also related to the spiritual aspect;

and (3) habituation in history is recorded as the most successful method in forming students' personalities (Maunah, 2017).

The weakness of the habituation method is that it requires educators who can truly be used as role models in instilling values in students. Therefore, educators needed to apply this habituation are educators who are able to align words and actions, so that there is no impression that educators are only able to provide values but are unable to practice the values conveyed to students (Maunah, 2017).

Second, the exemplary method. Namely, exemplary is an example that should be imitated or emulated by students in thinking, behaving, and acting according to the demands of religious teachings. If we look closely at the history of education in past religions, it can be understood that one of the most important factors that leads to success is exemplary. Namely, the bearers of religion provide many examples in everyday life.

The advantages of the exemplary method include: (1) it will make it easier for students to apply the knowledge learned in school; (2) it will make it easier for teachers to evaluate their learning outcomes; (3) so that educational goals are more focused and achieved well; (4) if the exemplary is good, a good situation will be created; (5) a harmonious relationship is created between teachers and students; (6) indirectly teachers can apply the knowledge taught; (7) encourage teachers to always do good because they will be emulated by their students (Maunah, 2017).

The disadvantages of the exemplary method include: (1) if the figure they emulate is not good, then they will tend to follow the bad; and (2) if theory without practice will lead to verbalism (Maunah, 2017).

Third, the method of giving rewards. Namely, rewards are a fun preventive and repressive educational tool and can be a learning motivation for students. Rewards are gifts for good behavior from students in the learning process. Rewards can be in the form of beautiful praise given to students so that they are more enthusiastic about learning. It can be in the form of prizes, prayers, awards, and the like so that students are motivated in learning.

The advantages of the reward method include: (1) providing a significant influence on the souls of students to do positive actions and be progressive; and (2) a motivation for other students to follow those who have received praise from their teachers, both in behavior, manners or enthusiasm and motivation to do better (Maunah, 2017).

The weaknesses of the reward method include: (1) it can have a negative impact if the teacher does it excessively so that it can cause students to feel that they are superior to their friends; and (2) generally "rewards" require certain tools and costs, etc. (Maunah, 2017).

Fourth, the method of punishment. Namely, punishment is an action given to a person or group as a result of a violation or mistake that has been made. Punishment is usually negative and aims to punish the perpetrator so that he is deterred and does not make the mistake or violation again. Punishment must remain in the bonds of love, affection, and affection; must be based on the reason of "necessity"; must leave an impression on the hearts of students; must create awareness and regret for students; and followed by forgiveness and hope and trust.

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Muhaimin and Mujib (1993) stated that the punishment given must contain education, is the last solution of several existing approaches and methods, and is given after students reach ten years of age.

The advantages of the punishment method include: (1) punishment will be an improvement on students' mistakes; (2) students no longer make the same mistakes; and (3) feeling the consequences of their actions so that they will respect themselves (Maunah, 2017).

The disadvantages of the punishment method include: (1) it will create a chaotic atmosphere, fear, and lack of self-confidence; (2) students will feel narrow-minded, lazy and will cause them to lie because they are afraid of punishment; (3) reducing students' courage to act (Maunah, 2017).

Fifth, the lecture method. Namely, a lecture is a way of delivering a lesson material by means of oral narration to students or the general public. Lectures can also be interpreted as activities to convey information orally in public with the aim of providing advice. Lectures are defined as oral skills. Ramayulis (1990) stated that a lecture is an explanation and oral narration from a teacher to students in the classroom.

The advantages of the lecture method include: (1) the classroom atmosphere runs calm because students do the same activities so that the teacher can supervise students comprehensively; (2) does not require a lot of energy and a long time, in a short time students can receive lessons simultaneously; (3) lessons can be carried out quickly because in a short time a lot of material can be explained; and (4) trains students to use their hearing well, so that they can capture and conclude the contents of the lecture quickly and accurately (Ramayulis, 2008; Maunah, 2017).

The weaknesses of the lecture method include: (1) interaction tends to be centered on the teacher; (2) the teacher is less able to know for sure to what extent students have mastered the lecture material; (3) it is possible that students acquire other concepts that are different from what the teacher intended; (4) students do not grasp what the teacher meant if the lecture contains terms that are not well understood by the students and ultimately leads to verbalism; (5) does not provide students with the opportunity to solve problems, because students are only directed to follow the teacher's thoughts; (6) does not provide students with the opportunity to develop skills and opportunities to express opinions; and (7) the teacher is more active while students are passive (Maunah, 2017).

Sixth, the question and answer method. Namely, question and answer is an interactive learning method carried out by the teacher asking questions to students or vice versa, students ask and teachers answer. This method aims to achieve learning objectives. Djamarah (2002) stated that the question-and-answer method is a way of presenting lessons in the form of questions that must be answered, especially from the teacher to students or can also be from students to teachers.

The advantages of the question-and-answer method include: (1) giving students the opportunity to receive further explanation; (2) teachers can immediately find out the progress of their students from the material that has been given; and (3) difficult and somewhat good

questions from students can encourage teachers to understand more deeply and seek further sources (Maunah, 2017).

The weaknesses of the question-and-answer method include: (1) students feel afraid if the teacher does not encourage them to be brave enough by creating an atmosphere that is not tense, but friendly; (2) more time is used compared to the lecture method; (3) there is a possibility of differences of opinion between the teacher and students; (4) there is often a deviation from the main problem; (5) if there are too many students, it is not enough to give each student a turn; and (6) it is not easy to create questions that are appropriate to the level of thinking and that are easy for students to understand (Djamarah, 2002; Maunah, 2017).

Seventh, discussion method. Namely, discussion is an exchange of thoughts and opinions between two or more people to find an agreement or solution to a problem. Discussions can be conducted in small or large groups, both in the context of society and the workplace. Djamarah (2002) stated that the discussion method is a way of presenting lessons in which students are faced with a problem in the form of a statement or statement that is problematic to be discussed or solved together.

The benefits of the discussion method include: (1) helping students to arrive at better decision-making than deciding on their own because there are various contributions of ideas from other participants that are presented from various points of view; (2) they are not trapped in their own way of thinking which is sometimes wrong, full of prejudice and narrow, because with discussion they consider the reasons of others; (3) various discussions arise from conversations between teachers and students about a learning activity that they are doing; (4) group discussions motivate thinking and increase class attention to what they are learning because they can help students answer questions; (5) discussions also help to strengthen the relationship between class activities and the level of attention and degree of understanding of class members; (6) if carried out carefully, discussions can be a fun and stimulating way of learning (Maunah, 2017).

Arief (2002) stated that the discussion method is appropriate for the following purposes, including: (1) to foster a transparent and tolerant attitude in students because they are used to listening to other people's opinions even if those opinions differ from their own; (2) to seek various inputs in deciding one or several problems together; and (3) to accustom students to thinking logically and systematically.

Eighth, the deliberation method. Namely, deliberation is an activity of deliberating together to reach a joint decision in solving a problem. Deliberation is part of democracy and is often carried out in society. The deliberation method is a way of presenting lesson materials through deliberation to achieve lesson objectives. Participants in deliberations at school are teachers and students. In the deliberation method, the teacher functions as a 'resource person' and guide.

The advantages of the deliberation method include: (1) expanding and deepening lessons on the topic being discussed; (2) fostering and cultivating cooperation and tolerance; (3) easy to implement; (4) there is integration in various subjects; and (5) good for exchanging ideas (Maunah, 2017).

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The disadvantages of the deliberation method include: (1) taking a long time; (2) difficult to implement for elementary school students because they do not yet have knowledge; (3) what is produced in deliberation is not necessarily correct because the basis for producing an opinion is the majority vote (Ramayulis, 2008; Maunah, 2017).

Ninth, the seminar method. Namely, a seminar is a meeting activity to discuss a particular topic under the leadership of an expert, such as an expert, professor, or company leader. The seminar aims to exchange information, knowledge, and experience, and to discuss current issues in a particular field. A seminar is defined as a discussion of a scientific problem with the discussion point centered on the topic presented by several experts.

The advantages of the seminar method include: (1) participants can be trained with a scientific attitude and mentality; (2) fostering cooperation among participants; (3) participants receive in-depth theoretical information; and (4) participants receive practical instructions for carrying out tasks (Maunah, 2017).

The difficulties encountered in the seminar method include: (1) it is difficult to find presenters to deliver good material and sufficient time; (2) requires a lot of equipment and costs; (3) there are often violations of rules from participants; and (4) it often happens that the time provided is not enough so that discussions are carried out in a hurry (Ramayulis, 2008; Maunah, 2017).

Tenth, forum method. Namely, a forum is an open arena where opinions are expressed, and feelings, ideas, and criticism are expressed by the audience regarding a problem or several problems. As a teaching method, forums are a way of presenting learning material through forums. Sometimes the material presented comes from the teacher or students and is responded to by other students.

The advantages of the forum method include: (1) it can channel the hearts of students; (2) stimulate students to speak in public; and (3) teachers can also provide students' responses to school teachers and actual events in society (Maunah, 2017).

The difficulty of the forum method is that it is difficult to organize the conversation and draw conclusions because what is discussed are various areas of life (Maunah, 2017).

Eleventh, is the method of giving assignments and recitations. Namely, giving assignments and recitations is a teaching method in which a teacher gives certain assignments to students, while the results are checked by the teacher and accounted for by the students. This accountability can be carried out in the following ways: (1) by answering tests given by the teacher; (2) by delivering them verbally; and (3) in writing (Ramayulis, 2008; Maunah, 2017).

The advantages of the recitation method include: (1) students get used to taking their own initiative in all assignments given; (2) lightening the teacher's tasks given; (3) can increase responsibility, because the results of the work are accounted for in front of the teacher; (4) fostering students so that they can stand alone without expecting help from others; (5) encouraging students to like competing to achieve success; (6) learning outcomes will last long because the lessons are in accordance with the interests of the students; (7) can deepen

understanding and increase student activity and skills; and (8) the time used is not limited to school hours (Sudirman, 1978; Maunah, 2017).

The weaknesses of the recitation method include: (1) students who are too stupid will find it very difficult to learn; (2) the possibility that the tasks given can be done by others; (3) sometimes students copy or imitate their friends' work so that their own experience is absent; (4) sometimes the discussion is less than perfect; (5) if tasks are often done by students, it will cause: disruption to students' health because they return from school always doing tasks so that there is no time to play; and causes students to just do them because they consider the tasks boring; (6) finding tasks that match the abilities of each individual is difficult, the lesson progress is slow and takes a long time; and (7) if there are too many students, sometimes the teacher is unable to check the students' tasks (Maunah, 2017).

Twelfth, demonstration method. Namely, the demonstration method is a way of presenting learning materials by demonstrating or showing students a certain process, situation, or object being studied, either real or imitation, which is often accompanied by an oral explanation (Djamarah, 2002; Maunah, 2017). The demonstration method is a way of teaching by demonstrating or showing students a process, situation, or object. This demonstration can be done directly or using relevant teaching media. The demonstration method is also accompanied by an oral explanation.

The advantages of the demonstration method include: (1) student activity will increase, especially if they are involved; (2) student experience increases because they participate in monitoring the implementation of a demonstration so that they receive an experience that can develop their skills; (3) the lessons given are more durable; (4) understanding is achieved more quickly; (5) student attention can be focused and points considered important by the teacher can be observed by children as needed; (6) reducing errors; (7) the teaching process is more interesting (Djamarah, 2002; Maunah, 2017).

The disadvantages of the demonstration method include: (1) it requires special teacher skills because, without this support, the demonstration will not be effective; (2) facilities such as equipment, places, and adequate costs are not always available; and (3) it requires thorough preparation and planning in addition to requiring a fairly long time, which may be forced to take up other class time or hours (Djamarah, 2002; Maunah, 2017).

Thirteenth, is the experimental method. Namely, the experimental method is a learning or research method that uses experimental activities to test hypotheses or study the cause-and-effect relationships between variables. Ahmadi and Prasetyo (1977) stated that the experimental method is a teaching method in which teachers and students work together on something as a practical exercise of what is known.

The requirements for a good experimental method include: (1) the method must be implemented by an expert teacher; (2) run at different times; (3) run as much as possible; (4) the results must be recorded; and (5) carried out carefully (Ramayulis, 2008; Maunah, 2017).

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The disadvantages of the experimental method include: (1) not all learning materials can be experimented with; and (2) students who are too young or have very little experience will not be able to carry out experiments well (Maunah, 2017).

Fourteenth, sociodrama and role-playing methods. Namely, the sociodrama method is a teaching method in which teachers provide opportunities for students to carry out certain role-playing activities as found in community life (Djajadisastra, 1990). Meanwhile, the sociodrama and role-playing methods are presentations of materials by showing demonstrations, either in the form of descriptions or reality (Maunah, 2017).

The advantages of the sociodrama method include: (1) to teach students to be able to place themselves with others; (2) teachers can see the real reality of students' abilities; (3) sociodrama and role-playing create lively discussions; (4) students will understand social psychology; (5) the sociodrama method can attract students' interest; and (6) train students to take the initiative and be creative (Maunah, 2017).

The weaknesses of the sociodrama method include: (1) the social situation created in a particular play remains only a situation that lacks emotional quality with the actual social situation; (2) it is difficult to choose students who are truly brilliant in character to solve a problem; (3) differences in customs, habits, and life in society will complicate the application of this method; (4) sometimes students do not want to act according to the scene because they are embarrassed; (5) this method requires quite a long time; (6) students who do not get a turn will become passive; (7) if the teacher is not wise, the goals achieved will not be satisfactory; (8) requires a fairly large place, because if the playing area is narrow it becomes less free; (9) often other classes are disturbed by the voices of the players and the audience who sometimes clap their hands and the like (Maunah, 2017).

Fifteenth, the group work method. Namely, the group work method is a teaching method that is carried out by dividing students into small groups to achieve common goals. This method can support active student learning methods. Maunah (2017) stated that the group work method is the presentation of material by giving tasks to learn something to predetermined study groups in order to achieve goals.

The advantages of the group work method include: (1) training students to be able to work together; (2) social traits for students can be developed well; (3) lessons are more lively and interesting; (4) shy students will be more active; (5) viewed from the tactics that students who are smart in their group can help their friends who are less smart, especially in order to win competitions in groups; (6) fostering a sense of desire to progress and encouraging group members to appear as the best group; and (7) a sense of social solidarity arises between groups based on the motivation of cooperation for the common good and interest (Maunah, 2017).

Weaknesses of the group work method include: (1) too many complex preparations and arrangements compared to other methods; (2) if the teacher lacks control there will be negative competition between groups; (3) the assignments given are sometimes only carried out by a handful of capable and diligent students, while lazy students will hand over their assignments to their friends in the group; (4) teachers' duties will become heavier; (5) individual traits and

abilities sometimes feel neglected; and (6) the assignment will be neglected if it does not consider the psychological and didactical aspects of students (Maunah, 2017).

Sixteenth, the study visit method. Namely, the study visit method is a way of presenting learning materials by visiting an object outside the classroom with the main intention of studying the object to achieve teaching. There are several study visit methods, namely: field trips, charitable tours, picnics, and field studies.

The advantages of the study tour method include: (1) field trips have modern teaching principles that utilize the environment in teaching; (2) making what is learned in school more relevant to reality and needs in society; (3) similar teaching can stimulate students' creativity; (4) information as teaching material is broader and more actual; (5) students can witness directly the activities carried out at the place of visit; (6) students gain reinforcement of the theories they have learned in school with the reality of applications applied to the objects they visit; (7) students can experience the practical experience of science that has been obtained in school; (8) can be learned at once, integrally, and not only limited to one subject; and (9) train students to be open, objective and have a broad view of the outside world (Maunah, 2017).

The disadvantages of the field trip method include: (1) the facilities required and the costs used are difficult to provide by students or schools; (2) it requires thorough preparation or planning; (3) it requires coordination with teachers and other fields of study so that there is no overlap in time and activities during the field trip; (4) in field trips, the recreational element often becomes a higher priority than the main objective, while the study element is neglected; (5) it is difficult to organize many students on the trip and direct them to the study activities that are problematic; (6) the time required is quite long, especially if the preparation or implementation of the event is not well organized; and (7) this method will fail if it encounters an object that is not in accordance with the stated objectives (Maunah, 2017).

Seventeenth, dictation method. Namely, the dictation method is a way of presenting learning material by asking students to copy what the teacher says. The dictation method is a method in education that uses the technique of copying spoken words to teach reading and writing. In this method, a teacher will dictate the text aloud, while students will write down what they hear.

The advantages of the dictation method include: (1) easily maintaining class order, and (2) acquiring new lessons. Meanwhile, the weaknesses of the dictation method include: (1) students are less active because they only hear and copy what the teacher says orally; and (2) this method tires students (Maunah, 2017).

Apart from the seventeen learning methods above, there are many more methods offered by experts. Several other learning methods mentioned by Maunah (2017), include: unit method, problem solving method, programmed teaching method, module method, and so on. A teacher should study various learning methods, and then choose from several that are appropriate for teaching certain areas. Thus, the learning objectives can be absorbed by students optimally.

Conclusion

Based on the results and discussions above, this study produces the following conclusions. **First**, the multicultural education learning method that can be implemented in early childhood and lower elementary school students (1, 2, 3) is the contribution method carried out by introducing various forms of houses and traditional clothes from different ethnicities; inviting students to taste different foods from various regions in turn; listening to other regional songs; showing different ways of dressing, both from other ethnicities and countries; introducing warrior figures from various regions from within and outside the country; showing different places and ways of worship; asking students of different ethnicities to tell about wedding ceremonies in their extended families; introducing important vocabulary that comes from other ethnicities or countries. For example: *maturnuwun* (Javanese), *muliata* (Batak), *thank you* (English), *kamsia* (Chinese), and others; introducing terms of address for men and women. For example: *upik* (Minangkabau), *ujang* (Sundanese), *koko* (Chinese), and others.

Second, the multicultural education learning method that can be implemented in upper elementary school students (4, 5, 6) and junior high school is an additive method carried out by completing the library with folklore books from various regions and other countries; creating multicultural education modules to supplement other learning materials, such as multicultural education modules to supplement Social Science education for grade 4; playing CDs or videos about rural or urban life from different regions or countries; asking students to have correspondence friends (email, facebook, and the like) from different regions, countries, and backgrounds; telling the teacher's knowledge and experience about learning materials in other regions or countries, for example, a Natural Science teacher explains various plants and animals; an Indonesian language teacher tells about poets; and a Social Science teacher explains the history of the nation; integrating multicultural education values and applying them in the classroom.

Third, several other learning methods can be chosen for the implementation of multicultural education for students, including transformation method, social action method, habituation method, role model method, reward method, punishment method, lecture method, question and answer method, discussion method, deliberation method, seminar method, forum method, assignment and recitation method, demonstration method, experimental method, sociodrama and role-playing method, group work method, study visit method, dictation method, unit method, problem-solving method, programmed teaching method, module method, and so on.

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