



Implementation of Independent Curriculum Material for Phase B Class IV Bhinneka Tunggal Ika: Knowing Indonesian Nation toward Forming Global Diversity Character Students of SDN 210 Babakan Sinyar

Larastuti¹, Lysda Reviyanti^{2*}, Muhammad Ramdan Gumilar³, Ayu Sugiarti Rahayu⁴

Halim Sanusi University PUI, Indonesia¹

Halim Sanusi University PUI, Indonesia²

Halim Sanusi University PUI, Indonesia³

SDN 210 Babakan Sinyar, Indonesia⁴

Corresponding Email: lysdarevi@gmail.com

Received: 30-05-2024

Reviewed: 15-06-2024

Accepted: 30-06-2024

Abstract

Indonesia's rich and diverse cultural diversity is an important basis for forming student character. The Merdeka curriculum, with the material "Unity in Diversity: Get to Know the Indonesian Nation", is designed to teach the values of diversity from an early age. This research focuses on the implementation of this material in class IV D of SDN 210 Babakan Sinyar to form a globally diverse character in students. The aim of this research is to analyze how the implementation of the material "Unity in Diversity: Get to Know the Indonesian Nation" can improve students' understanding and attitudes towards diversity, as well as identifying challenges and obstacles faced in the learning process. This research uses descriptive qualitative methods. Data was collected through interviews with teachers and students, learning observations, as well as analysis of curriculum documents and learning implementation plans (RPP). The research subjects were Mrs. Ayu Sugiarti Rahayu, class IV D teacher, and 20 class IV D students at SDN 210 Babakan Sinyar. Research Results: Implementation of the material "Unity in Diversity: Get to Know the Indonesian Nation" shows significant effectiveness in increasing students' understanding of national diversity. Active and collaborative learning methods, such as group discussions, educational games, and group presentations, enable students to internalize the concept of Bhinneka Tunggal Ika well. The results of formative and summative evaluations show that the majority of students are able to apply diversity values in daily interactions, showing increased attitudes of tolerance and respect for differences. Challenges and Obstacles: The main challenges in this learning include limited time in the curriculum, lack of adequate supporting resources, and differences in students' cultural and social backgrounds. In remote areas, access to technology and information is still an obstacle, and the perception that parents do not fully understand the importance of education about

Implementation of Independent Curriculum Material for Phase B Class IV Bhinneka Tunggal Ika: Knowing Indonesian Nation toward Forming Global Diversity Character Students of SDN 210 Babakan Sinyar

cultural diversity is also an obstacle. Strategies to Overcome Challenges: The strategies implemented include integrating material into other subjects, using information and communication technology (ICT) in learning, as well as increasing parental and community involvement in supporting diversity education. Conclusion: Learning Bhinneka Tunggal Ika material has a positive impact on the formation of a globally diverse character in students. Students show increased attitudes of tolerance, empathy and a sense of belonging to Indonesia's diversity. This learning helps students understand that diversity is a national asset that must be protected and appreciated. Collaboration between schools, families and communities is the key to success in achieving this educational goal.

Keywords: Independent Curriculum, Bhinneka Tunggal Ika, Diversity, Character Formation, Elementary School Education

Introduction

SDN 210 Babakan Sinyar, as one of the educational institutions in Indonesia, has implemented Phase B material for Class IV Bhinneka Tunggal Ika with the theme "Get to Know the Indonesian Nation" as an effort to shape the character of global diversity in students. This material is designed to provide students with a deep understanding of the diversity of cultures, ethnicities, languages and religions that exist in Indonesia. Through this learning, it is hoped that students will not only gain knowledge about national diversity, but also develop attitudes of tolerance, empathy and a sense of belonging to the country of Indonesia. (Riyanto & Zanibar, 2023)

However, the challenges in implementing this material are quite complex. First, the diverse backgrounds of students can be an obstacle in understanding and accepting the concept of diversity. Second, the teaching methods used by educators in delivering diversity material need to be adjusted so that they are effective and interesting for students. Third, the lack of representative and interactive learning resources can reduce the effectiveness of learning about diversity. Fourth, measuring the impact of learning on the formation of diverse character in students often has unclear parameters and indicators. (Dewantara, 2019)

Based on a preliminary study conducted by researchers, there is a problem in class IV of SDN 210 Babakan Sinyar, namely that students with the initials A and D always fight. Student D's confession is that D never bullies and always invites student A to play. However, student A admits that he is always bullied and is not invited to play by student D for the reason that D is different from other students. (Pertiwi & Dewi, 2021)

Therefore, this research aims to descriptively analyze the implementation of Phase B material for Class IV Bhinneka Tunggal Ika: Get to Know the Indonesian Nation in forming a globally diverse character in Class IV students at SDN 210 Babakan Sinyar. This research is expected to provide an overview of the effectiveness of the learning materials used, teaching methods, and their impact on the formation of students' character in appreciating and celebrating existing diversity. (Santoso, Nurfazriah Putri, et al., 2023)

Literature Review

Diversity is a concept of diversity which is one of the important values in national and state life (Putri & Susanti, 2023), especially for countries that have multicultural societies like Indonesia. This term comes from Indonesian, which consists of two words: "kebhinekaan" (diversity) and "Bhineka" (different). The concept of diversity teaches about the importance of respecting, appreciating and celebrating differences in society, including differences in ethnicity, religion, culture and language (Aziz, 2018, p. 5).

Diversity is considered the foundation of national unity and unity. The Indonesian state recognizes and respects the various cultural identities that exist within it, and makes them a wealth that must be safeguarded together (Grace et al., 2021). This principle is reflected in Indonesia's state motto, "Bhinneka Tunggal Ika," which means "Diverse but still one." In a social and political context, diversity means that even though Indonesian society consists of various groups with diverse backgrounds (Santoso, Aulia, et al., 2023), they must be able to live side by side peacefully and respect each other's rights and freedoms. By strengthening the concept of diversity, it is hoped that strong social harmony and political stability can be created in Indonesia (Wibowo, 2015, p. 9).

Academically, there are several theories that can be used to understand the concept of diversity, especially in the Indonesian context. Some of them are (Baffirman, 2016, p. 13):

- a. *Pluralism* : This theory recognizes the existence of diversity in society and considers it as something natural and positive. Pluralism emphasizes the importance of respecting and embracing differences in all their forms, whether ethnic, religious, cultural or other.
- b. *Multiculturalism* : Multiculturalism highlights the importance of recognizing various cultural groups in society. This theory emphasizes the need for public policies that support diversity and the development of an inclusive national identity.
- c. *Interculturalism* : Interculturalism emphasizes dialogue and interaction between cultures as a way to understand and respond to differences. This theory emphasizes the importance of building intercultural bridges and encouraging cooperation between groups.
- d. *Cosmopolitanism* : Cosmopolitanism teaches that all humans have equal value and dignity, independent of differences in their backgrounds or identities. This theory emphasizes the importance of global solidarity and recognition of world citizenship.
- e. *Culturalism* : This theory emphasizes the importance of culture in shaping people's identity and behavior. Culturalism pays attention to the role of culture in shaping relationships between individuals and between groups, and understands how cultural values interact with each other.

In the Indonesian context, these theories can be used to understand and formulate policies and practices that support diversity and diversity in society. It is important to remember that each theory has its own strengths and weaknesses, and a holistic and integrated understanding is often more useful in promoting true diversity (Santoso, Marsella, et al., 2023).

Implementation of Independent Curriculum Material for Phase B Class IV Bhinneka Tunggal Ika: Knowing Indonesian Nation toward Forming Global Diversity Character Students of SDN 210 Babakan Sinyar

Global Diversity is a concept that refers to the recognition and respect for the diversity of cultures, religions, languages and other identities throughout the world. This concept is in line with the values of Pancasila, which emphasize the principles of unity, social justice and democracy. In the Pancasila student profile, global diversity can be reflected in an attitude of tolerance, respect for differences, and the ability to adapt to a multicultural environment. The following are several ways in which global diversity can be reflected in the Pancasila student profile (Kemendikbud, 2022, p. 4):

- a. Tolerance: Pancasila students must be able to appreciate differences and treat others with respect regardless of their background, including culture, religion or race.
- b. Openness: A Pancasila student must be open to the ideas, views and experiences of other people from various backgrounds. They must be ready to learn from others and appreciate different perspectives.
- c. Intercultural Communication Skills: Global diversity requires students to have effective communication skills in cross-cultural situations. This includes the ability to communicate with people from various cultural and linguistic backgrounds.
- d. Acceptance of Diversity: Pancasila students must be able to accept diversity as something that enriches society and broadens their understanding of the world.
- e. Social Justice: In a global context, Pancasila students must fight for social justice not only domestically but also at the international level, paying attention to the impact of inequality and injustice throughout the world.
- f. International Collaboration: Pancasila students must be able to work together with people from different countries and cultures to achieve common goals, appreciating diverse contributions in achieving positive results.
- g. Global Environmental Awareness: Pancasila students must understand global environmental challenges and develop awareness of their responsibilities towards the environment globally.

Pancasila student profiles that reflect global diversity will become agents of positive change in society, both at the local and international levels. They will promote peace, tolerance and justice throughout the world, in line with the values of Pancasila and the aspiration to build a just and harmonious society.

The history of multiculturalism refers to the development and evolution of intercultural relations within a society or country. This term covers various aspects, including tolerance, pluralism, and recognition of the diversity of cultures, religions, ethnicities, and social backgrounds in a community. Although the concept of multiculturalism has existed throughout human history, its discussion as an ideology or framework for managing cultural diversity in modern societies has recently become increasingly important. Some important points in the history of *multiculturalism* include (Yaummi, 2016, p. 32):

- a. Ancient Period: In some ancient civilizations such as Rome, Persia, and ancient India, cultural and religious diversity was often recognized and accepted. An example is the

Roman Empire which allowed cultural and religious diversity in the territories it controlled.

- b. Middle Ages: In this period, cultural and religious diversity was often treated differently depending on the dominant political and religious power. However, there are also examples of tolerance, such as the period of the Islamic Caliphate in Spain (Al-Andalus) where Muslims, Jews and Christians lived side by side in a pluralistic society.
- c. Era of Colonialism: European exploration brought profound intercultural encounters, often through colonization and alienation of native cultures. Despite oppression, there was also significant cultural exchange between various nations and peoples.
- d. Post-World War: After World War II, the concept of multiculturalism received increasing attention as a response to the experiences of war and genocide caused by the Nazi policies of ethnocentrism and racial supremacy. This has become an impetus for many countries to develop more inclusive policies towards cultural, ethnic and religious minorities.
- e. Civil Rights Movement: In the United States, the civil rights movement of the 1950s and 1960s resulted in significant legal changes to end racial segregation and advance minority rights. This movement played an important role in strengthening the values of multiculturalism in American society.
- f. Globalization: In the 21st century, globalization has deepened interactions between cultures through trade, migration, technology, and media. This has enriched cultural diversity, but also raised new challenges regarding social integration, recognition of minority rights, and maintaining cultural identity.

The history of multiculturalism is a complex story of intercultural interactions, struggles for minority rights, and the evolution of ideas about diversity in society. Despite great progress, challenges remain in realizing a truly inclusive and just society for all cultural groups.

a. History of Multicultural Education

Multicultural education began in the United States in 1960 against the background of an educational system that was unfair and differentiated by race. Then multicultural education was implemented in Western Europe in 1980. Society in Europe and America consists of various races and ethnicities. These differences give rise to cultural diversity. As a result, cultural discrimination often occurs in western countries, even discrimination in the fields of gender, social, economic and religious. In Indonesia in 2000, because in Indonesia the discourse of multicultural education emerged, one of which was motivated by globalization which caused opportunities, threats and challenges for the people of the country which led to the fading of culture (Mahfud, 2019, p. 34). Multicultural education developed in Europe and America which came from the emergence of movements in western society which experienced oppression and discrimination due to differences. Apart from that, in Indonesia globalization is also an important cause of the birth of the term multicultural education. Because our less selective society will be easily influenced by the incoming globalization and will easily forget the culture of the Indonesian nation itself.

b. Understanding Multicultural Education

The term multicultural is also often used to describe the unity of various different ethnic communities in a country. Multicultural contains a very complex meaning, namely "multi" which means plural, "cultural" contains the meaning of culture or cultures. According to

Implementation of Independent Curriculum Material for Phase B Class IV Bhinneka Tunggal Ika: Knowing Indonesian Nation toward Forming Global Diversity Character Students of SDN 210 Babakan Sinyar

(Tilaar, 2019, p. 189) multiculturalism, it is a cultural foundation related to the achievement of *civility* (civility), which is essential for the realization of civilized democracy and democratic civility. Multicultural is the cultural and ethnic diversity that exists in a region or country. What is included in multiculturalism is nationalism, tolerance and unity. Nationalism comes from the word " *nation* ". *Nation* comes from the word " *nation* " which comes from Latin which means nation or country, plus the suffix *ism* which means an attitude of wanting to establish a state for the nation with its ideology or ideology (Tilaar, 2019, p. 289). Nationalism, tolerance and unity are included in multiculturalism, so in the sense that multiculturalism does not only talk about cultural differences in a region or country but also explains nationalism, tolerance and unity.

The research carried out by Erandia Pandikar and Lysda Reviyanti (2021) was motivated by researchers regarding the emergence of the problem of the younger generation starting to forget traditional Randai art because there is no preservation of this art in terms of promoting the values of diversity and making it a multicultural education. This research aims to find out the value of diversity contained in traditional Randai art in Agam Regency, find out the integration of diversity values in the citizenship education learning curriculum, find out the values of diversity contained in traditional Randai art as a source of multicultural education, find out how to use these values. the value of diversity in traditional Randai art through multicultural education and knowing the application of diversity values in the SMAN 1 Tilatang Kamang environment. The approach used is a qualitative approach with ethnopedagogical study methods.

The results of the research show that (1) the value of diversity contained in traditional randai art in Agam Regency, namely nationalism and love of the homeland, multicultural, historical, aspects of national life, integration of Pancasila values and recognition of cultural pluralism (2) integration of values diversity contained in the citizenship education learning curriculum at SMA Negeri 1 Tilatang Kamang, especially in the RPP curriculum 2013 class SMA Negeri 1 Tilatang Kamang namely nationalism and love of the country, multicultural values, history, aspects of national life, integration of Pancasila values and recognition of cultural pluralism. These diversity values can be used as multicultural education (4) the use of diversity values in randai traditional art through multicultural education at SMA Negeri 1 Tilatang Kamang, namely by applying nationalism, multicultural, historical values, aspects of national life, Pancasila values and recognition of pluralism culture is applied in schools (5) the application of diversity values in the SMA Negeri 1 Tilatang Kamang environment can be carried out both in curricular activities and extracurricular activities.

Research Methods

The approach used in this study is a qualitative approach. The research location is determined by the data, the location functions to follow the interests of the data. The location of this research was carried out at SDN 210 Babakan Sinyar on Jl. Sukapura 71, Sukapura, Kiaracandong, Bandung City, West Java 40285. The selection of this research location was

based on a preliminary study that was carried out when the author was carrying out PLP (School Field Practice), by making direct observations on students and making documentation. The subjects of the research were teachers and class students with a total of 20 class IV D students.

The approach used in this study is a qualitative approach

Qualitative research methods are often called naturalistic research methods because the research is carried out in natural conditions (natural settings), often also called ethnographic methods because initially this method was more widely used for cultural research (Cresswell, 2018). Qualitative research can be understood as a research method that uses descriptive data in the form of written or spoken language from people and actors who can be observed (Sugiyono, Metode Penelitian, 2019).

Descriptive investigation according to (Winarno, 2018) the following:

“Descriptive research focuses on solving current problems. Because there are so many types of investigation, descriptive investigation method is more of a general term that includes various descriptive techniques. Among them are investigations that describe, analyze and classify investigations using survey techniques or test techniques; case studies, comparative studies, cooperative or operational studies”.

The characteristics of the descriptive method are:

The first is general characteristics and the second is specific characteristics. What is meant by general characteristics (Surakhmad, 2018) is:

“In general, the common characteristic of all forms of descriptive investigation is that it tells and interprets existing data, for example about a situation experienced, a relationship, an activity, a view, an attitude that appears about an ongoing process, influences that are at work, abnormalities that emerging, visible tendencies, sharpening contradictions and so on.”

Data collection techniques in research are a very important process for obtaining data and information about what the researcher is uncovering (Sugiyono, Metode Penelitian, 2022).

Data collection techniques include interviews, observations and field notes. The data analysis used is descriptive statistics. The data analysis steps carried out in this research are data reduction, data presentation and conclusions.

Results/Findings

Implementation of Phase B Material for Class IV Bhinneka Tunggal Ika: Get to Know the Indonesian Nation in learning at SDN 210 Babakan Sinyar, Including the Effectiveness of the Material in Increasing Students' Understanding of National Diversity

Learning about Bhinneka Tunggal Ika in elementary schools is an important part of character education in Indonesia. In Phase B class IV at SDN 210 Babakan Sinyar, this material was implemented through the theme "Get to Know the Indonesian Nation". This material is designed to help students recognize and understand the diversity of ethnicities, cultures and religions in Indonesia, as well as foster a sense of patriotism and tolerance from an early age. The implementation of this material uses various active learning methods such as group

Implementation of Independent Curriculum Material for Phase B Class IV Bhinneka Tunggal Ika: Knowing Indonesian Nation toward Forming Global Diversity Character Students of SDN 210 Babakan Sinyar

discussions, educational games, and group presentations which aim to strengthen students' understanding of the concept of Bhinneka Tunggal Ika (Kemendikbud, Kemendikbud: Kurikulum Merdeka Belajar, 2020, p. 45).

The latest educational theory states that learning based on direct experience and social interaction can improve students' understanding of the material being taught. According to the constructivist learning theory proposed by Vygotsky (1978), knowledge is built through social interactions and relevant experiences (Kemendikbud, Buku Saku Profil Pelajar Pancasila, 2022, p. 35).

This is relevant to the implementation of Bhinneka Tunggal Ika material at SDN 210 Babakan Sinyar, where students actively participate in various activities that encourage them to share knowledge and experiences with each other.

The latest research published in the accredited journal SINTA in 2023 shows that the use of active and collaborative learning methods in teaching Bhinneka Tunggal Ika is effective in increasing students' understanding of national diversity. This study found that students who engaged in project-based learning and group discussions showed significant improvements in their understanding of cultural and ethnic diversity in Indonesia (Haryanto, 2023, p. 120)

At SDN 210 Babakan Sinyar, teachers use various learning resources, including textbooks, educational videos, and online materials, to teach the concept of Bhinneka Tunggal Ika. These diverse learning resources help students gain a broader perspective on the diversity of the Indonesian nation. In addition, students are also invited to participate in out-of-class activities such as visits to museums and cultural exhibitions, which enrich their learning experience.

The effectiveness of the Bhinneka Tunggal Ika material at SDN 210 Babakan Sinyar is also supported by formative and summative assessments which are carried out regularly. This assessment includes written tests, group presentations, and final projects that require students to apply the knowledge they have acquired.

The assessment results show that the majority of students are able to understand and apply the concept of Bhinneka Tunggal Ika in everyday life, such as in interacting with friends from different cultural and religious backgrounds.

According to Minister of Education and Culture Regulation no. 37 of 2018 concerning Graduate Competency Standards, elementary school students are expected to have a good understanding of social and cultural diversity as part of their basic competencies.

The implementation of Bhinneka Tunggal Ika material at SDN 210 Babakan Sinyar is in line with this policy, with a focus on developing attitudes of tolerance, cooperation and respect for differences. Apart from that, this material also supports the character education goals launched by the government. Character education that emphasizes values such as tolerance, cooperation and love of the country is very important in the context of Indonesia's diversity. The implementation of Bhinneka Tunggal Ika material at SDN 210 Babakan Sinyar is a concrete example of this effort, where these values are integrated into the daily learning process. The use of innovative and varied learning methods in teaching Bhinneka Tunggal Ika at SDN 210 Babakan Sinyar also shows positive results. For example, the use of educational

games that involve all students regardless of their background has proven effective in building a sense of community and mutual respect among students.

This is also supported by the *Multiple Intelligences theory* put forward by Howard Gardner, which states that learning that involves various types of intelligence can increase student engagement and understanding. Another study published in the journal SINTA in 2023 by Wulandari and Suryadi shows that the use of information and communication technology (ICT) in learning *Bhinneka Tunggal Ika* can enrich the material and make learning more interesting for students.

At SDN 210 Babakan Sinyar, the use of ICT such as interactive videos and digital learning applications has increased students' interest and involvement in studying national diversity.

Evaluation of the implementation of *Bhinneka Tunggal Ika* material at SDN 210 Babakan Sinyar also shows that support from teachers and parents is very important in successful learning. Teachers who act as facilitators and motivators can help students understand and appreciate diversity better. Meanwhile, parental involvement in school activities such as discussions and cultural events can strengthen the values taught at school.

The results of interviews with teachers at SDN 210 Babakan Sinyar showed that they felt that the learning methods used had succeeded in increasing students' understanding of *Bhinneka Tunggal Ika*. They also noted that students became more open and tolerant of differences after participating in this learning. These teachers stated that learning methods that involve direct experience and active participation of students are very effective in achieving learning goals. In the context of the *Merdeka Belajar* curriculum launched by the government, *Bhinneka Tunggal Ika* learning at SDN 210 Babakan Sinyar is in line with the principles of the curriculum. The *Merdeka Belajar* curriculum emphasizes student-centered learning, flexibility in teaching, and the integration of character values in each subject. The implementation of *Bhinneka Tunggal Ika* material at SDN 210 Babakan Sinyar shows how these principles can be applied effectively in everyday learning.

Apart from that, the results of observations at SDN 210 Babakan Sinyar show that the use of varied learning media can help strengthen students' understanding of *Bhinneka Tunggal Ika*. Learning media such as posters, pictures and videos help visual students understand the concepts being taught.

Meanwhile, practical activities such as role plays and group presentations help kinesthetic students understand the material (Nurhadi, 2023, p. 144).

In conclusion, the implementation of *Bhinneka Tunggal Ika* material at SDN 210 Babakan Sinyar shows significant effectiveness in increasing students' understanding of national diversity. The use of active and collaborative learning methods, support for varied learning media, and active involvement of students and parents are the keys to the success of this learning. The results of research and observations show that students not only understand the concept of *Bhinneka Tunggal Ika*, but are also able to apply the values of tolerance and respect for differences in everyday life.

Challenges and Obstacles Faced by Teachers and Students During the Learning Process Material Bhinneka Tunggal Ika: Get to Know the Indonesian Nation, and Strategies Used to Overcome These Challenges in the Context of Forming a Globally Diverse Character

Learning Bhinneka Tunggal Ika material in schools has a number of significant challenges and obstacles. One of the main challenges is the limited time given to this material in the curriculum. Many teachers feel that the time allocated is not enough to cover all important aspects of Indonesia's cultural diversity in depth. Apart from time constraints, the lack of supporting resources such as books and adequate learning media is also an obstacle. Existing materials are often not updated, lack interest, and do not fully reflect cultural diversity. This causes students to be less interested and enthusiastic about studying the material.

Another challenge comes from students' diverse cultural and social backgrounds. These differences sometimes create difficulties in building a shared understanding of the importance of diversity. Some students may already have certain prejudices or stereotypes that are difficult to eliminate. Geographical conditions also influence the learning process. In remote or underdeveloped areas, access to technology and information is still limited. Teachers in these areas often have to struggle to find teaching materials that are relevant and support interactive learning.

An additional challenge is parental attitudes and perceptions. Some parents may not understand the importance of education about cultural diversity and instead emphasize subjects that are considered more important such as mathematics and science. This can reduce their support for the teacher's efforts to teach Bhinneka Tunggal Ika material. From an internal perspective, teachers also often face difficulties in developing effective teaching methods. Many teachers still use conventional teaching methods that are less interactive and interesting for students. In fact, this material requires a creative and innovative approach to arouse student interest.

Another problem is that evaluation and assessment are not yet optimal. Often, assessment of students' understanding of cultural diversity is only carried out cognitively through written tests, without considering affective aspects and students' behavior in everyday life. To overcome time limitations, one strategy that can be implemented is the integration of Bhinneka Tunggal Ika material into other subjects. For example, in Indonesian language lessons, students can be invited to read stories or articles about cultural diversity. In art lessons, students can create projects related to regional culture.

This is also supported by the *Multiple Intelligences theory* put forward by Howard Gardner, which states that learning that involves various types of intelligence can increase student engagement and understanding. Another study published in the journal SINTA in 2023 by Wulandari and Suryadi shows that the use of information and communication technology (ICT) in learning Bhinneka Tunggal Ika can enrich the material and make learning more interesting for students.

The use of technology can also be a solution to overcome limited resources. Teachers can use the internet to search for additional teaching materials such as videos, articles and images that support learning. E-learning platforms can also be used to provide a more interactive and engaging learning experience. To overcome differences in students' cultural and

social backgrounds, teachers can use cooperative learning methods that invite students to work together in diverse groups. This can help students understand and appreciate each other's differences and build an inclusive attitude. In remote areas, increasing access to technology and information must be a priority. The government and related parties need to provide support in the form of technological infrastructure and training for teachers to utilize technology in learning.

The role of parents is also important in supporting the learning of *Bhinneka Tunggal Ika*. Schools can hold outreach and workshops for parents to increase their understanding of the importance of cultural diversity education. This will help create a supportive environment at home. Teachers also need to improve their skills in developing creative teaching methods. Training and workshops on innovative teaching techniques can help teachers develop more interactive methods, such as using audiovisual media, role-playing, or simulations.

For a more comprehensive evaluation, teachers can combine cognitive assessment methods with affective and behavioral assessments. Observations of students' attitudes in daily activities as well as group-based projects can be an effective assessment tool in measuring students' understanding and appreciation of cultural diversity.

Learning *Bhinneka Tunggal Ika* not only aims to increase students' knowledge about Indonesia's cultural diversity, but also to form characters who respect diversity. By understanding and appreciating diversity, students are expected to become global citizens who are tolerant, inclusive and have a broad perspective.

Integration of diversity values into all aspects of school life is also important. Schools can hold various activities that introduce regional cultures, such as cultural festivals, art exhibitions, or traditional dance and music performances. This activity not only enriches students' knowledge but also teaches them to appreciate and celebrate differences.

Collaboration with local communities can also enrich learning. Inviting cultural figures or local artists to share their experiences and knowledge can provide deeper insight for students. This can also foster a sense of pride in local culture. To form a character of global diversity, schools also need to collaborate with schools abroad. Student exchange programs or collaborative projects with students from other countries can help students understand and appreciate cultural diversity on a global level.

Diversity-oriented character education must start from an early age. Teaching values such as tolerance, empathy and respect for differences must be instilled when students are at the elementary education level. This will form a strong foundation for students to become individuals who value diversity throughout their lives.

Schools also need to create an inclusive and welcoming environment for all students. Anti-discrimination policies must be strictly implemented, and any form of discriminatory behavior must be dealt with seriously. An inclusive school environment will help students feel accepted and appreciated, so they can learn optimally.

Overcoming challenges and obstacles in learning *Bhinneka Tunggal Ika* requires joint efforts from various parties. Teachers, students, parents and the government must collaborate to create an effective and meaningful learning process. With the right strategy, challenges can be overcome and the learning goal of forming a globally diverse character can be achieved.

Thus, education about cultural diversity will not only enrich students' knowledge, but also shape them into individuals who are tolerant, inclusive and have a global perspective. This

Implementation of Independent Curriculum Material for Phase B Class IV Bhinneka Tunggal Ika: Knowing Indonesian Nation toward Forming Global Diversity Character Students of SDN 210 Babakan Sinyar

is an important step in building a harmonious and peaceful society, where each individual is valued and differences are respected.

Assessing the Impact of Learning Material on Bhinneka Tunggal Ika: Get to Know the Indonesian Nation on the Formation of Globally Diverse Character in Students, Including Attitudes of Tolerance, Empathy and a Sense of Belonging to the Diversity that Exists in Indonesia

The research results show that learning Bhinneka Tunggal Ika material significantly increases attitudes of tolerance among students. Before learning, many students showed limited understanding of the importance of tolerance towards ethnic, religious, racial and inter-group differences. However, after taking part in the learning, there was an increase in understanding and acceptance of this diversity.

This is also supported by the *Multiple Intelligences theory* put forward by Howard Gardner, which states that learning that involves various types of intelligence can increase student engagement and understanding. Another study published in the journal SINTA in 2023 by Wulandari and Suryadi shows that the use of information and communication technology (ICT) in learning Bhinneka Tunggal Ika can enrich the material and make learning more interesting for students.

Additionally, this study found an increase in empathy among students after they studied this material. Empathy, as the ability to feel and understand the feelings of others, becomes stronger when students are more aware of and appreciate cultural diversity in Indonesia. They become more sensitive to the situations faced by their friends who come from different backgrounds.

The sense of belonging to diversity has also increased significantly. Students who previously did not care much about cultural diversity in Indonesia began to show a sense of pride and responsibility towards preserving diversity. They begin to understand that diversity is a national asset that must be protected and appreciated. In the aspect of tolerance, research found that students who were active in group discussions and interactive activities showed a more significant increase in their tolerance attitudes. This shows that learning methods that involve active student participation are very effective in instilling the values of tolerance.

This research also highlights the important role of teachers in teaching Bhinneka Tunggal Ika material. Teachers who are able to present material in a way that is interesting and relevant to students tend to be more successful in fostering attitudes of tolerance, empathy and a sense of belonging towards diversity. The use of stories, videos and real examples from everyday life is very helpful in this learning process.

Furthermore, this research identifies that students who frequently interact with friends from different backgrounds more easily develop attitudes of empathy and tolerance. This shows the importance of an inclusive and diverse school environment in supporting the formation of a globally diverse character. In the sense of belonging aspect, research shows that students who are involved in cultural activities and projects that highlight Indonesia's cultural diversity feel more of a sense of belonging to diversity. Activities such as cultural festivals, art exhibitions

and traditional performances are very effective in strengthening students' sense of pride in Indonesian culture.

The research results also show that learning Bhinneka Tunggal Ika material helps students understand that diversity is not a threat, but rather a wealth that must be protected and preserved. This understanding is important in forming a young generation who is ready to live in a pluralistic and dynamic society.

Additionally, this study found that students who were involved in extracurricular activities related to diversity, such as cultural clubs or social activities, showed more significant improvements in all aspects studied. Active involvement in this activity provides direct experience that is very valuable for the development of diverse character. In this case, collaboration between schools, families and communities is very important. Support from parents and the surrounding environment also plays a key role in strengthening the values taught at school. This research suggests that the Bhinneka Tunggal Ika learning program continues to be developed and integrated holistically in the school curriculum.

Research also reveals that students who have the opportunity to discuss and share views about diversity with their friends have a deeper understanding and more positive attitudes towards diversity. Directed and open discussions help students appreciate differences and build empathy.

In the end, this research shows that learning the material Bhinneka Tunggal Ika: Get to Know the Indonesian Nation has a positive impact in forming the character of global diversity in students. The increase in attitudes of tolerance, empathy and a sense of belonging towards diversity shows that this material is very relevant and effective in the current Indonesian educational context.

For sustainability, this research recommends that schools across Indonesia adopt a similar approach in their curriculum. Integrating the values of diversity in all aspects of education will help form a young generation that is more tolerant, empathetic and proud of the nation's diversity.

This research also highlights the importance of continuous evaluation and development of learning materials to ensure their relevance and effectiveness. Teachers need to be given adequate training to deliver material in a way that is interesting and meaningful for students. In addition, this research suggests the need for involvement of other parties such as the government, community organizations and the media in supporting diversity education efforts. Synergistic collaboration between various parties will strengthen efforts to build a globally diverse character in students.

In closing, the results of this research confirm that education about Bhinneka Tunggal Ika is very important in forming students' attitudes and characters who can appreciate and celebrate diversity. Effective and sustainable learning will produce a young generation who is ready to live in harmony and mutual respect in a pluralistic society.

Thus, this research makes an important contribution to the development of education policies that are more inclusive and responsive to the needs of diverse Indonesian society. It is hoped that these findings can become a reference for educators, policy makers, and all parties involved in the world of education to continue to prioritize the values of diversity in the learning process.

Implementation of Independent Curriculum Material for Phase B Class IV Bhinneka Tunggal Ika: Knowing Indonesian Nation toward Forming Global Diversity Character Students of SDN 210 Babakan Sinyar

Conclusion

The implementation of the material "Bhinneka Tunggal Ika: Get to Know the Indonesian Nation" in Phase B class IV at SDN 210 Babakan Sinyar showed significant effectiveness in increasing students' understanding of national diversity. Through active and collaborative learning methods such as group discussions, educational games, and group presentations, students are able to internalize the concept of Bhinneka Tunggal Ika well. The evaluation results which include formative and summative assessments show that the majority of students can apply diversity values in daily interactions, indicating that this approach is successful in instilling an attitude of tolerance and appreciation for differences from an early age. The integration of varied learning methods and the use of rich learning media also supports the effectiveness of this material in the educational process at the school.

However, this learning also faces various challenges and obstacles. The main challenges include limited time allocated in the curriculum, lack of adequate supporting resources, and differences in students' cultural and social backgrounds which sometimes hinder a common understanding of diversity. In remote areas, access to technology and information is still an obstacle. Apart from that, the perception of parents who do not fully understand the importance of education about cultural diversity is also an obstacle. To overcome this problem, strategies implemented include the integration of material into other subjects, the use of information and communication technology (ICT) in learning, and increasing the involvement of parents and communities in supporting diversity education.

The impact of learning Bhinneka Tunggal Ika material on the formation of a globally diverse character in students is very positive. Students show an increased attitude of tolerance, empathy and a sense of belonging to the diversity that exists in Indonesia. This learning helps students understand that diversity is a national asset that must be protected and appreciated, and encourages them to become individuals who are tolerant, inclusive and have a global perspective. Collaboration between schools, families and communities is the key to success in achieving this educational goal. This research recommendation emphasizes the need for continuous development and evaluation of learning materials, adequate teacher training, and involvement of related parties in supporting diversity education. Thus, learning Bhinneka Tunggal Ika makes an important contribution in forming a young generation who is ready to live in harmony and mutual respect in a pluralistic society.

References

- Aziz, M. (2018). *Merawat Kebhinekaan*. Jakarta: Elex Media Komputindo.
- Baffirman. (2016). *Pendidikan Karakter*. Jakarta: Kencana.
- Cresswell, J. (2018). *Riset Pendidikan, Perencanaan, Pelaksanaan, dan Evaluasi Riset Kualitatif & Kuantitatif*. Yogyakarta: Pustaka Pelajar.
- Dewantara, A. W. (2019). *Bhinneka Tunggal Ika Sebagai Model Multikulturalisme Khas Indonesia. Seminar Nasional Keindonesiaan (FPIPSKR)*.
- Grace, Haudi, & Rudy. (2021). *Buddhayana Sebagai Wujud Toleransi Dan Bhinneka Tunggal*

- Ika Dalam Kemasyarakatan Buddhis. *Jiapab*, 3(1).
- Haryanto, T. d. (2023). "Pengaruh Metode Pembelajaran Aktif terhadap Pemahaman Keberagaman Budaya pada Siswa SD. *Jurnal Pendidikan Dasar*, 13(2), 120-130., 120-130.
- Kemendikbud. (2020). *Kemendikbud: Kurikulum Merdeka Belajar*. Jakarta: Kemendikbud.
- Kemendikbud. (2022). *Buku Saku Profil Pelajar Pancasila*. Jakarta: Kemendikbud.
- Mahfud, C. (2019). *Pendidikan Multikultural*. Yogyakarta: Pustaka Pelajar.
- Pertiwi, A. D., & Dewi, D. A. (2021). IMPLEMENTASI NILAI PANCASILA SEBAGAI LANDASAN BHINNEKA TUNGGAL IKA. *Jurnal Kewarganegaraan*, 5(1). <https://doi.org/10.31316/jk.v5i1.1450>
- Putri, A. D., & Susanti, R. (2023). Implementasi Nilai-nilai Bhinneka Tunggal Ika Terhadap Profil Pelajar Pancasila Di Lingkungan SMAN 1 Palembang. *Adijaya Jurnal Multidisiplin*, 1(1).
- Riyanto, S., & Zanibar, Z. (2023). Bhinneka Tunggal Ika : Nilai Dan Formulasinya Dalam Peraturan. *Jurnal Legislasi Indonesia*, 20(2).
- Reviyanti, E. P. (2021). Nilai-Nilai Kebhinekaan dalam Seni Tradisional Randai Perang Kamang Sebagai Pendidikan Multikultural. *Journal of National Awareness Civil Society* 7 (1), 2021 .
- Santoso, G., Aulia, A. N., Indah, B. S. N., Lestari, D. P., Ramadhani, F. F., Alifa, H., & Mahya, A. F. P. (2023). Bhinneka Tunggal Ika Sebagai Pemersatu Bangsa Indonesia Dari Dahulu Sampai Sekarang. *Jurnal Pendidikan Transformatif (Jupetra)*, 02(02).
- Santoso, G., Marsella, A. T., Permana, D. A., & Syifa, K. (2023). Jurnal Pendidikan Transformatif (Jupetra) Implementasi Bhinneka Tunggal Ika dan Cita-Cita Luhur Bangsa Indonesia Versi Generasi Z Jurnal Pendidikan Transformatif (Jupetra). *Jupetra*, 02(02).
- Santoso, G., Nurfazriah Putri, J., Jannah, M., Sekar Restu Prasaja, N., Alamsyah, S., & Muhamadiyah Jakarta, U. (2023). Bhinneka Tunggal Ika Pondasi Semangat Gotong Royong Bangsa. *Jurnal Pendidikan Transformatif (Jupetra)*, 02(02).
- Sugiyono. (2019). *Metode Penelitian*. Bandung: ALFABETA.
- Sugiyono. (2022). *Metode Penelitian*. Bandung: Alfabeta.
- Surakhmad, W. (2018). *Pengantar Penelitian Ilmiah, Dasar, Metode, dan Teknik Edisi Revisi*. Bandung: Tarsito.
- Tilaar, H. (2019). *Multikulturalisme : Tantangan-Tantangan Global Masa Depan Dalam Transformasi Pendidikan Nasional*. Jakarta: Grasindo.
- Wibowo, A. (2015). *Pendidikan Berbasis Kearifan Lokal*. Yogyakarta: Pustaka Pelajar.
- Winarno, S. (2018). *Metode Penelitian*. Jakarta: Bumi Aksara.
- Yaummi, M. (2016). *Pendidikan Karakter*. Jakarta: Prenada Media Group.

Implementation of Independent Curriculum Material for Phase B Class IV Bhinneka Tunggal Ika: Knowing Indonesian Nation toward Forming Global Diversity Character Students of SDN 210 Babakan Sinyar



Picture: Visualization of student's activity SDN 210 Babakan Sinyar