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## Social Attitudes Internalization Through Multicultural Education Courses in PGSD Students Sarjanawiyata Tamansiswa University

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### Abstract

This study aims to: (1) Identify and describe the process of internalizing social attitudes through multicultural education courses, (2) Identifying the problems faced. (3) Describe solutions to problems in the process of internalizing social attitudes through multicultural education courses for students at PGSD UST. This research was conducted at PGSD UST in June-September 2021. The study used a qualitative research method with a descriptive approach. Data collection techniques are observation, interviews, and documentation. Instruments for collecting data are observation guidelines, interview guidelines, and documentation. The data analysis steps are data presentation, data reduction, and verification, while the data validity test is carried out by increasing persistence, and triangulation The results of the study: (1) Internalization of social attitudes was carried out by incorporating social values in lecture material, group division, assignment of social practices in the family environment, and group presentations. Group presentation activities train students to have social attitudes such as communicating, working together, being responsible and confident, and being able to appreciate all forms of differences. Social attitudes that are internalized are honest, disciplined, responsible, caring, polite, responsive, and proactive behavior. Social attitudes are internalized in both teaching materials and learning activities. (2) the problems faced are the limited time available in the process of internalizing social attitudes. There are technical problems in lectures, such as unstable internet networks, power outages, quotas running out, damaged cellphones or laptops, students who have never experienced direct social interaction with classmates or lecturers, and limited learning resources for multicultural education. (3) Solutions to overcome the problem are: inculcating social attitudes inside and outside of learning through a series of tasks, both individual assignments, and group assignments, informing lecture technicalities a few days before implementation, giving assignments so that students interact with each other in class and with the social environment. around their residence. Lecturers also provide information regarding links to open access books, so students can download books, journals/scientific publications that can be used, and upload teaching materials on sipedar or whatsapp groups.

**Keywords: internalization of social attitudes, multicultural education, PGSD**

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### Introduction

In the current era of globalization, technology is developing very rapidly. People can connect easily with others through technology. Technology can have a positive impact on society, but on the other hand, it has a negative impact, many socio-cultural crises occur in society. For examples, such as decreased respect for and compliance with the law, ethics, morals, and social politeness. Therefore, it is important to equip the community with social attitudes such as respect for differences, social care, social participation, to maintain the unity and integrity of Indonesia.

The way to cultivate social attitudes in diversity is through multicultural education. Multicultural education in Indonesia is taught in universities in all education majors. Students who come from cross-ethnic, religious, racial,

economic status, culture, and others, are important to take this course. Multicultural education courses in principle are courses that teach students to tolerate and respect differences so that later these differences do not become a source of conflict and division. This attitude of mutual tolerance will make Indonesia's diversity become a wealth of culture and national identity.

Multicultural education is expected to make students have good social attitudes, respect each other and become good citizens in social life in society. Students can easily interact with other people and can be accepted in society. Students can also understand that humans need each other, respect each other, and have a sense of responsibility for their obligations so that they can interact in plural and heterogeneous social life. Through multicultural education courses, it is hoped that students will be able to grow social attitudes so that order is realized in socio-cultural life so that they become good human beings, have character and have noble character. This is in line with the vision of the UST PGSD Study Program, namely in 2024 to become one of the superior study programs in primary school teacher education based on Tamansiswa teachings. One of the goals is to produce educators who are active, creative, innovative, virtuous, and able to apply Tamansiswa teachings.

The PGSD Study Program is required not only to produce professional elementary teacher candidates but also elementary school teacher candidates who apply Tamansiswa teachings. Through the internalization of social attitudes in multicultural education courses, students are expected to have good social knowledge, qualified social skills, and noble character based on Tamansiswa teachings.

#### *Social Attitude Concept*

Attitude is an abstract thing that can be seen concretely through its symptoms. Attitude is a human tendency to act or not act on a phenomenon. Attitudes are usually raised by humans by acting or acting in social activities with certain feelings in response to the object of the situation or condition in the surrounding environment. Ari Irawan (2019: 231) states that attitude is individual awareness that determines real actions in social activities, then social attitude is individual awareness that determines real actions, which are repeated against social objects.

According to Muhammad Hanif (2014: 8-9), social attitude is the response of people in a group to a stimulus in the form of a social object and is repeatedly expressed negatively or positively. Lickona (2013: 75) states that the attitude of help can guide to do good with the heart. This can assist a person in fulfilling his responsibilities towards widely applicable ethics. This is then referred to as social attitudes.

Social attitude is a person's awareness to behave in a certain way and a certain environment towards social objects. Social attitudes are reflected in honest, disciplined, responsible, caring, polite, responsive, and proactive behavior, and show attitudes as part of the solution to various problems.

#### *Factors Affecting Social Attitude*

Pupu Saeful Rahmat (2019: 50-52) states that the factors that influence social attitudes are divided into two, namely indogen factors and exogenous factors. Indogen factors are factors that influence the social attitudes of students who come from within, including suggestions, identification, and imitation. While exogenous factors are factors that influence the social attitudes of students from outside themselves, including the family, school, and community environment.

#### *Multicultural Education*

Multicultural education is a process of developing all human potentials that respect plurality and heterogeneity as a consequence of cultural, ethnic, ethnic, and religious diversity (Maslikhah, 2007:48).

James Banks (Mahfud, 2006:167) defines multicultural education as education for people of color. That is, multicultural education wants to explore differences as a necessity (a gift from God) then, how we can respond to differences tolerantly.

Maslikhah (2007:48) explains that multicultural education is a process that is defined as the process of developing the attitudes and behavior of a person or group of people to mature humans through teaching, training, processes, actions, and ways of educating that respect plurality and heterogeneity universally. humanistic.

#### *Multicultural Education Goals*

According to Banks (Wijayanti, 2019: 5-9) the goals of multicultural education include the development of ethnic and cultural literacy, basic psychological personal development, clarification of values and attitudes, multicultural competence, basic skills abilities, equality, and excellence in education, personal strengthening for social reform, have a strong national and state insight, have cross-cultural and cross-national life insights as citizens of the world, live side by side peacefully,

If studied more deeply, cultural competence is formed by four factors (Zamroni, 2011), namely mastery of knowledge, critical thinking (critical power), ability to develop something or knowledge, and practical ability. These four factors are not static but dynamic, constantly moving to form cultural competence.

## Method

This research was conducted at PGSD UST in June-September 2021. This study used a qualitative research method with a descriptive approach. According to Sugiyono (2015:15), qualitative research methods are research methods based on the philosophy of postpositivism, which are used to examine the condition of natural objects. Data collection techniques are observation, interviews, and documentation. Data collection instruments with observation guidelines and interview guidelines and documentation. The data analysis steps include data presentation, data reduction, and verification, while the data validity test is carried out by increasing persistence, and triangulation.

## Results and Discussion

### *The process of internalizing social attitudes through multicultural education courses for UST PGSD students*

Abu Ahmadi (2007: 152) states that social attitudes are individual awareness that determines real and repeated actions against social objects. This social attitude is not expressed by a person but is noticed by the people of the group. Examples of how students respond to other people are how students talk or communicate and help each other. In the Multicultural Education course, the cultivation of social attitudes is carried out in several stages:

First, increasing the understanding of Multicultural Education lecturers on the importance of internalizing social attitudes in students. Students come from Sabang to Merauke, with different characteristics. Students need to know each other, interact in class so that the internalization of this social attitude is an effort to make it easier for them to interact, establish cooperation, have the spirit of belonging, and be responsible for shared tasks. Without social attitudes, there will be no solidity in the classroom and the learning process in the classroom will be individualistic. Internalization of social attitudes can be done through incorporating social values into lecture materials, dividing discussion groups, assigning social practices in the family environment, and group presentations. According to Pupu Saeful Rahmat (2019:52), one of the important factors in instilling social attitudes in students is the school environment. The school environment is related to the learning system, teacher-student relationships, learning facilities, and learning atmosphere which will have an impact on the mood of the students and subsequently have an impact on the social attitudes of students. These environmental factors also apply in college lectures.

Second, the implementation of the selection of social attitudes. The selection is done because not all social attitudes can be taught in one semester. Lecturers need to select social attitudes so that the internalization process can run well. Based on the results of the research, the social attitudes selected by the lecturer in the Multicultural Education course include honest, disciplined, responsible, caring, polite, responsive, and proactive behavior.

Third, the social attitude selection process that has been carried out in the previous stage is then poured into the form of semester learning planning (RPS). Social attitudes are internalized in both teaching materials and learning activities starting from meetings 1 to 16.

### *Problems faced in the process of internalizing social attitudes through multicultural education courses for UST PGSD students.*

According to Armo Amo et al (2019: 60), social attitude is a person's awareness to behave in a certain way and a certain environment towards social objects. Social attitudes are reflected in honest, disciplined, and responsible behavior. A person's social attitude will be formed into a good personality if it is supported by a good environment. The various obstacles faced by students will find it difficult to be disciplined in attending lectures, lack of sense of responsibility due to technical problems so that the internalization of social attitudes is not optimal. Some of the problems faced in internalizing social attitudes in multicultural education courses at PGSD UST are:

1. Limited time in the process of internalizing attitudes
2. Lecture technical problems (unstable internet network, power outage, quota runs out, damaged cell phone or laptop, etc.).
3. Students who do not experience social interaction in class directly
4. *Limited learning resources for multicultural education*

### *Solutions in tackling the problem of internalizing social attitudes through multicultural education courses for students at PGSD UST*

The cultivation of social attitudes is not only carried out during lectures but also outside of lectures through a series of tasks, both individual assignments and group assignments, informing lecture technicalities a few days before implementation, giving assignments so that students interact with each other in class and with the social environment around their residence. According to Serli Marlina (2014: 110) that social attitudes in children are seen in children's activities and activities in cooperating with other people, peers, and teachers. Therefore, through a series of lecture assignments, students are expected to be able to have positive social attitudes. In addition, lecturers also provide information regarding links to open access books, so students can download books, journals/scientific publications that can be used, and upload teaching materials on sipedar or WhatsApp groups.

## **Conclusion**

Based on the results of the study, it was concluded that the internalization of social attitudes through multicultural education courses for students at PGSD UST was carried out from the planning, implementation, to the evaluation process which included: First, lecturers' understanding of the importance of internalizing social attitudes among UST students was very diverse. Without social attitudes, there will be no solidity in the classroom and the learning process in the classroom will be individualistic. Internalization of social attitudes can be done through incorporating social values into lecture materials, dividing discussion groups, assigning social practices in the family environment, and group presentations. Second, the selection of social attitudes includes honest, disciplined, responsible, caring, polite, responsive, and proactive behavior. Third, the social attitudes that have been chosen are poured into the form of semester learning plans (RPS). social attitudes are internalized in both teaching materials and learning activities starting from meetings 1 to 16.

The problems faced in the process of internalizing social attitudes through multicultural education courses for students at PGSD UST include: the time required in the process of internalizing attitudes is quite long, whereas in reality there is only 1 semester. There are technical problems in lectures, such as unstable internet networks, power outages, quota runs out, damaged cellphones or laptops. In addition, students have never experienced direct social interaction with classmates or with lecturers so that the sense of togetherness becomes less and social attitudes become less than optimal, and the last obstacle is the limited learning resources of multicultural education.

Solutions to overcome the problem of the process of internalizing social attitudes through multicultural education courses for students at PGSD UST include: Cultivating social attitudes is carried out inside and outside learning through a series of tasks, both individual assignments, and group assignments, informing the technical lectures a few days before the implementation, giving The task is for students to interact with each other in class and with the social environment around where they live. In addition, lecturers also provide information regarding links to open access books, so students can download books, journals/scientific publications that can be used, and upload teaching materials on sipedar or WhatsApp groups.

## **Recommendations**

Based on the conclusion of the study, there are several suggestions, namely:

Suggestions for Lecturers who teach Multicultural Education courses: it is hoped that they can be more careful in choosing, selecting the right social attitudes, so that they can be carried out well, especially in online learning during the current Covid 19 pandemic. Not only that, Lecturers, as well as role models, should be able to provide examples of positive social attitudes for students.

Suggestions for students: students pay more attention to the learning process so that the knowledge gained becomes more meaningful.

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