

## RESEARCH ARTICLE

## Teacher Strategies in instilling Multicultural Insight in Terms of P3 Activities on The Theme of Global Diversity

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### ABSTRACT

*This study aims to analyze the teacher's strategy in instilling multicultural insights through the Pancasila Student Profile Strengthening Project (P3) activities with the theme of Global Diversity. Descriptive qualitative approach is used to explore the role of teachers in designing, implementing, and evaluating multiculturalism-based learning activities. Data were collected through observation, interviews, and documentation at elementary schools that implement the Merdeka Curriculum. The results showed that teachers' strategies include integrating multicultural values in learning, using collaboration-based methods such as discussions and cultural simulations, and developing inclusive and contextual teaching media. The challenges faced by teachers include limited time, resources, and students' understanding of the concept of global diversity. However, intensive efforts through reflection and strengthening the value of tolerance succeeded in improving students' understanding of the importance of appreciating cultural diversity. This study recommends teacher training and the provision of multicultural-based learning resources as strategic steps to optimize the implementation of P3.*

**Keywords:** (Teacher strategies, multicultural insights, Global Diversity, P3, Merdeka Curriculum.)

### INTRODUCTION

Education is a necessity for every human being wherever he is and until whenever he lives (Ghozu et al., 2024). Education has such an important role for human survival because education serves to provide intelligence for humans, and helps to improve critical thinking skills in people's lives so that it can build citizens who have good character (Aprilia et al, 2024). In an education requires a curriculum in it. The curriculum currently implemented by the Indonesian state is the independent curriculum. Currently there are 3 main points in the independent curriculum, namely technology as an acceleration, diversity as an essence and there is a Pancasila student profile. The existence of the Pancasila student profile is due to the need to strengthen multicultural education. Multicultural education is an approach that plays a

very important role in matters related to globalization today. Multicultural education is a recent movement and process that aims to create an educational environment that has equality or equality or no differentiation between one student and another (Nurjaya et al, 2024). With an increasingly close interaction between cultures, nations, and tribes, sensitivity to cultural diversity becomes one of the obligations for each individual. Therefore, the role of teachers as people who can provide changes in the world of education is needed in instilling multicultural insights to students.

The principle of multiculturalism in the curriculum that is currently developing is by including material that reflects the diversity of a culture and the experience of students and organizing an activity that can allow students to learn about cultures they do not know or cultures from other ethnic groups

(Nurjaya et al, 2024). The cultivation of multicultural values should be formed at every level of education and must involve various systems of society in instilling the character of students, especially in understanding and appreciating existing differences. The strategy and role of teachers are very important factors to implement the values of this inclusive diversity. Teachers have a very important task in instilling this multicultural education because an educator is one of the people who have important power in education. Teachers must have inclusive and moderate diversity which means teachers have an understanding of diversity that is harmonious, dialogically-persuasive, contextual, substantive and socially active, if the teacher has this paradigm, he is able to provide teaching and implementation of diversity values to students (Samsudin, 2021).

At school, teachers not only have the task of delivering subject matter, but also have a responsible nature in shaping character and attitudes that understand differences. The strategy that can be applied by a teacher is by integrating the theme of global diversity in P3-based learning activities (Projek Penguatan Profil Pelajar Pancasila). The main characteristics of the Pancasila student profile are faith and fear of God Almighty and noble character, global diversity, mutual cooperation, independence, critical reasoning, and creativity. The purpose of the existence of the Pancasila student profile is that because of the current globalization, it changes many students' tendencies towards tradition and culture, so the character of students must be changed to love traditional traditions and culture and be able to appreciate other traditions and cultures (Ghozali, 2020). The character of the Pancasila student profile in filtering the flow of a globalization is in one of the profiles of Pancasila students, namely global diversity. Indicators of the global diversity student profile are 1) recognizing and appreciating culture, 2) intercultural communication and interaction, 3) reflection and responsibility for the experience of diversity (Kemendikbud, 2022).

There are various strategies that can be done by a teacher to form multicultural insights in students.

First, teachers can apply a group discussion method by applying topics that are interrelated with diversity, such as differences in religion, customs, and language. This kind of discussion can improve students' understanding of different views and respect for one's views. In addition, teachers can also utilize visual media and literature rich in multicultural values to broaden students' learning experiences. By seeing real examples of different cultures around the world, students can better understand the material on global diversity. Furthermore, the experiential learning approach can also be an appropriate target to be an effective strategy in shaping and creating multicultural insights (Zarkasi, 2018)

In P3 activities, students can be asked to create and carry out projects that involve the nature of cooperation with other students who have diverse characters, both in the school environment and the surrounding community (Ridwanulloh et al., 2024). Through activities designed by teachers, students can learn directly about values such as tolerance, empathy, and cross-cultural cooperation. In addition, teachers can also present a resource person from a variety of cultural backgrounds to share an interesting experience, so that students can understand more about existing diversity. A teacher also has a role to provide an example of exemplary behavior to students to show multicultural attitudes. The inclusive attitude and respect for differences reflected by the teacher will have a positive impact on students. Teachers must be able to create an inclusive classroom environment, where every student feels valued regardless of background or apparent differences. Later it will help students to be more open and respectful of diversity, both when students are in the classroom and outside the classroom (Widhiyanto et al., 2024). In the learning process, teachers need to reflect on the strategies that have been used. Through a continuous evaluation, teachers can monitor how effective the strategies are and make adjustments as needed. Thus, multicultural learning can run well and have a good impact on students in the real world. Overall, the strategies applied by teachers to shape and instill multicultural insights through a P3 activity with the theme of global diversity have a very important role in shaping a generation that is

more open, tolerant, and able to adapt in this increasingly diverse society. The theme of global diversity in P3 activities has the aim of building awareness to all students of the virtues of respecting diversity, both in their own circles and in all circles. Through this theme, it gives hope to students to be able to develop a tolerant attitude, be open to differences, and be able to collaborate with people who have different cultural backgrounds from them. In this case, the strategy used by the teacher becomes very important in ensuring these goals are achieved (Uyun et al, 2023).

In fact, there are various kinds of differences that exist in society; therefore, it is not easy to build a tolerant attitude towards students because of the many conflicts that can be found including in the world of education. The thing that makes the conflict is because of the lack of tolerance of students to others, especially to people they usually meet. It is unfortunate that Indonesian students are losing the character and identity of their nation (Ghozu et al., 2024). If a country cannot maintain its national identity, there will be a conflict that arises, causing chaos and difficulty in achieving a common goal. This kind of situation will make a nation easy to be controlled by other countries (Aprilia et al, 2024). The problem currently faced by students in this digital era is a lifestyle that does not reflect the noble values of a nation. This will later become a national identity problem because it is feared that it will become a special problem that must be resolved immediately and found a solution.

In previous research, developing the global diversity character of students can be done by holding discussion activities and project work (Setiyawati et al, 2024). P3 activities at SDN Cimande 02 also have a positive impact because it makes students have a virtuous attitude in accordance with Pancasila values that excel in various aspects (Khoeratunisa et al, 2023). The phenomenon of intolerance carried out by students needs a follow-up in the form of activities that have a positive impact on a student, namely the existence of P3 activities (Rohmah et al, 2023). This P3 activity is implemented because of the independent curriculum so that students can process into individuals who have a character or character based

on Pancasila with a global diversity character which means that Indonesian students must have the responsibility to maintain their original culture but also have an open attitude with other cultures as a form of tolerance between existing cultures (Maghfirani & Romelah, 2023). At Al-Muqoddasah Elementary School, there is a lot of improvement in understanding global diversity and the nature and character of mutual respect and respect have achieved success (Firdausi, 2020). The development of student characteristics in this digital era is the key to a bright future to be able to increase cooperation and collaborate to become part of the global community in creating an overall more positive change for a better future (Rahayu et al, 2023). At SDN 115 Pekanbaru, it also has a positive impact on the existence of P3 activities, students become more respectful and do not differentiate between friends (Fadli et al, 2023).

From this description, the researcher wants to study at SD Muhammadiyah 11 Randegan school. Researchers want to examine more deeply the P3 activities that have been implemented in the elementary school. The reason why researchers chose SD Muhammadiyah 11 Randegan is because the implementation of the global diversity dimension in character building cannot be separated from the character of the school which has a good history in the P3 activities. So that the formulation of the problem is "how is the teacher's strategy to carry out P3 activities in SD muhammadiyah 11 Randegan?" The purpose of this study is "to find out the teacher's strategy to carry out P3 activities in SD muhammadiyah 11 Randegan."

## METHOD

This type of research uses qualitative methods by defining and interpreting social phenomena that occur or understanding the experiences and views of various natural subjects studied (Samsudin, 2021). Researchers used a qualitative descriptive research methodology that examined the teacher's strategy in Embedding Multicultural Insights Seen from P3 Activities on the Theme of Global Diversity at SD Muhammadiyah 11 Randegan.

Descriptive research in qualitative research is a technique that has the aim of describing a situation that is currently happening. The subjects in this study were grade 2, 4 and 6 teachers of SD Muhammadiyah 11 Randegab. Research data collected through an observation that aims to observe the behavior or activities of the school in the framework of P3. Interviews were conducted to obtain further information from sources or material experts. Documentation is the collection of information using records or documents related to the research. The results of this method are then analyzed with the aim of understanding the implementation of the global diversity dimension in the formation of the embodiment of Indonesian students as lifelong learners who have a global competence and behave in accordance with the values of Pancasila with the main characteristics of the 6 profiles of Pancasila students such as devotion to God Almighty, global diversity, mutual cooperation, creative, independent, and critical reasoning. *This concept is an effort from the government to strengthen character for the nation's generation* (Purna et al, 2023).

## RESULTS

Global diversity is a character cultivation that is expected to maintain ancestral culture and identity, have broad insight, and appreciate and respect fellow cultures (Yudha & Aulia, 2023). Global diversity is also called an ability that aims to understand a difference that is created and exists in a scope of friendship between students with differences in race, religion, ethnicity, tribe, and culture that exist. This sense of global diversity and character development plays an important role to be learned and instilled in children and is expected to emerge as the key to creating a peaceful environment (Eriani et al, 2023). Based on the results of observations, interviews, and documentation, several strategies were obtained by teachers of SD Muhammadiyah 11 Randegan in developing the character of global diversity.

### 1. Teachers integrate in P3 activities

This P3 activity is held every Wednesday in the first hour and is simultaneously carried out by all classes. This P3 activity is able to develop and foster students to instill the character of global diversity. Each activity contains elements of cultural introduction so that students are able to recognize cultures that they do not know. Teachers introduce traditions and other traditional cultures such as traditional houses, musical instruments, traditions or habits of several tribes, traditional food and so on. This shows that the cultivation of global diversity character is an effort made by teachers to realize the profile of Pancasila students. These results are reinforced by the existing documentation that shows a practice of the elements of global diversity. In P3 activities carried out by teachers together with students usually instill a very thick multicultural insight because students will be given direction in each activity to get to know other cultures and each student is obliged to know and master the culture that has been introduced by the teacher. From the activities of implementing the Pancasila student profile with the theme of global diversity, this is one of the teacher's efforts to create an attitude of respect and respect for other cultures. In addition, this activity also seeks to add insight to students to be open-minded, which means having broad thoughts about the cultures that exist in Indonesia so that they are willing to accept the differences that occur in their lives. (Ibad, 2022)

The results of the observations we have made also show that a teacher must also be seen to always instill tolerance in traditional traditions and culture to students. With a deep understanding of tolerance that has been shown by the teacher, it is hoped that it can make and guide students to act in accordance with the profile of Pancasila students. That way it can be seen that in the teaching and learning process a learner is always given a behavioral guidance that can be seen through advice or advice given during the teaching and learning process.

This can be seen in the behavior of teachers who always give advice to students and provide guidance to students who have not or do not apply tolerance behavior to other friends because this way students will always be tolerant of friends who are different from them. Teachers also provide direction to always be respectful to older people such as other teachers who may not teach in their class, principals, janitors and parents at home. Another study also said that activities on the Pancasila learner profile that have been implemented by schools can be instilled through classroom learning activities (Sabanil et al, 2022).

## 2. Familiarize discussion activities in solving problems

The observation results show that in the implementation of P3 activities that have been realized by the teacher giving a task to students by grouping without discriminating. Groups are usually randomized without discriminating against other friends. This aims to instill a social attitude and foster mutual respect for differences. The existence of tasks from the teacher that must be completed together will later lead to several different arguments between students. This will lead to an attitude of mutual understanding and acceptance of opinions between students. This discussion task is not only realized in P3 activities but also in learning subjects in class and outside the classroom also realizes discussion activities. That way between friends is created to build social attitudes and reduce intolerant attitudes. From the discussion activities that have been carried out by these students indirectly have a positive impact felt by everyone, namely students can get used to respecting the opinions of others and allowing others to express their opinions without mocking or reproaching people who have different opinions from them (Yuliana et al, 2020).

The habituation of discussion activities that have been carried out by learners to solve problems has

a closely related and significant relationship in the development of critical thinking skills and social skills. The process can involve exchanging ideas, evaluating various perspectives or other points of view, and learners can collaborate to find appropriate and effective solutions. Discussion is an activity that has an incredibly beneficial impact on collaborative learning because it allows individuals to share their existing knowledge and skills with each other and to share their diverse experiences. The collaborative activities learners have undertaken can combine their strengths to identify and implement more effective solutions to the problem at hand. Collaborative learning through this discussion will also foster an attitude of learner involvement and deep motivation and enthusiasm for learners because they feel an important part of a process in solving problems. This discussion activity is expected to foster learners' global diversity character.

## 3. Working together

The results of observations and documentation of daily activities and P3 activities that have been organized by teachers in the classroom can be obtained data that students can do good cooperation when interacting with other people from any place or circle. In P3 activities that have been organized, learners are divided into several groups which cause cooperation activities between students. From these activities, learners try to get used to building cooperation and cohesiveness between students. This means that learners foster an attitude of unity and integrity between students. Cooperation will certainly make the work complete quickly and this form of cooperation fosters an attitude of mutual cooperation and kinship. Learners are required to carry out cooperation as instructed by the teacher. The cooperation carried out by students usually completes group assignments together in the P3 project activities that have been organized by the teacher. In addition to P3 activities, they also carry out picket activities together when leaving school and in the morning

before learning begins. Teachers also habituate the learners concerned to build a cooperative attitude among their friends. Teachers always give efforts and familiarize learners to build cooperation with friends and other people who are different from them. This can be seen from the cooperation of learners carried out between classes [15].

The habit of working together in global diversity will lead learners to learn to know the problems that exist in the country. So that learners will know that they have full responsibility to contribute positively. Therefore, learners will be better prepared to face individual challenges and require cooperation from various ethnicities, religions, and cultures. So that we know if this habituation will have a positive impact on society. Such as the need to improve the attitude of mutual cooperation and mutual respect for opinions between learners. Can develop or improve the character building of a student who interacts globally and contributes to the State and Nation. Not only that, the utilization of this habit of working together can also make students appreciate differences in ethnicity, religion, culture, and views. Because learners will be more accepting of the views of others within the scope of school, home, and society. And learners will also learn if they work together, can speed up the work by producing better results, because each individual must give their respective abilities even though they are different. Working together also trains students to communicate confidently, so that their speaking skills improve. Furthermore, with the habituation of working together at school, it can hone critical thinking skills and improve the quality of life.

#### 4. Integration of multicultural values in daily learning

The observation results show that the integration of multicultural values into daily learning can have a positive impact on students' understanding, attitudes and social skills, although it needs to be balanced with support from various parties to be

effective and sustainable. When multicultural values are incorporated into daily learning, students are more aware of the importance of diversity. Students gain a better understanding of the fact that everyone has different backgrounds, views and cultures through classroom activities such as role playing, group discussions and joint problem solving. For example, when talking about religious days of different religions, students become more prepared to accept differences and consider them as part of everyday life that should be respected. Teachers also often use stories or real-life examples from different cultures and societies when teaching the value of gotong royong. Students who hear these stories feel more like other people and better understand the importance of respecting other people's views. When students are asked to work together in heterogeneous groups, where they learn to cooperate with people from different backgrounds, their perspective on tolerance increases and students show more interest in learning activities. When teachers provide opportunities for (Ummah, 2019).

## DISCUSSION

The cultivation of multicultural values in learning is expected to contribute by promoting Indonesian cultural values. Accompanied by fostering attitudes or behaviors that are respectful, tolerant, and fair. The cultivation of multicultural values can be characterized by the use of teaching materials or learning resources by including cultural perspectives, which will introduce books or folklore, films or videos about culture, knowledge about culture, and folk songs (Setiaputri & Nadlir, 2023). Teachers can also hold class discussions on multicultural values and even discuss those in relevant daily life. Teachers can introduce various cultural arts, such as music, painting, dance, and drama. SD Muhammadiyah 1 Randegan has implemented extracurricular dance, so that students can recognize and learn various dances in several regions in Indonesia. In learning, teachers have

several times applied drama practices for students' assignments. Integrating bullying and discrimination, especially those caused by differences in race, religion and culture, can give learners the knowledge not to bully regardless of the cause. So that it can create a sense of peace, security and comfort for all learners at school. In the world of education, teachers play an important role in preparing, implementing, and managing learning activities. The strategies that teachers apply at each stage determine the effectiveness of learning and the achievement of educational goals. P3 activities allow teachers to manage the learning process with a structured, responsive, and results-oriented approach (Wahyudi et al, 2023).

The strategies that teachers apply at each stage determine the effectiveness of learning and the achievement of educational goals. P3 activities allow teachers to manage the learning process with a structured, responsive, and results-oriented approach. (Mauliddiyah, 2021). In the context of multicultural education, teachers are responsible for planning, implementing and managing learning activities that respect the cultural diversity of their students. Multicultural education aims to create a learning environment that is inclusive, fair and promotes respect for differences. By integrating multicultural values into P3-based activities, teachers can help students understand the importance of tolerance, empathy and cooperation across cultures. This article describes strategies that teachers can use at each stage of P3 activities (planning, implementing, and managing) in a multicultural environment (Modifa & Pasaribu, 2021).

Multicultural acumen is the ability to understand, appreciate and interact positively with diverse cultural groups. In an increasingly diverse educational environment, teachers play an important role in providing multicultural insights to their students. The goal is to create a generation that is tolerant, inclusive, and able to coexist in the midst of diversity. Through planned strategies,

teachers can utilize the learning process to instill multicultural values such as tolerance, respect for differences, and cooperation between cultures. This article describes effective strategies that teachers can use to convey multicultural insights (Mesra et al, 2023).

**Multicultural Planning** During the planning stage, teachers should ensure that lessons are designed to support students' cultural diversity and encourage the active participation of all students. **Teacher Strategies in Multicultural Planning: Understanding Students' Background** Teachers can conduct an initial assessment to recognize students' cultural, religious, linguistic, or traditional diversity.

**Outcome:** Data on student characteristics. Serves as the basis for planning activities. **Develop Inclusive Materials** Teachers should include learning materials that represent cultural diversity. For example, history lessons focus on the roles of people from different cultural backgrounds. **Outcome:** lesson plans that reflect cultural diversity. **Designing Collaboration-Based Activities** Teachers design activities that encourage students from different backgrounds to work together, such as: For example: group discussions and collaborative projects.

**Outcome:** Planning and designing activities that support intercultural interaction. Selecting various learning media and resources You can use learning media such as videos, books and articles that represent different cultures. **Outcome:** learning media related to inclusion principles.

**Benefits of Multicultural Strategy in P3 Activities**

1. Increased Tolerance and Empathy: Multicultural learning helps students understand and appreciate cultural differences.
2. Improves social skills: Students learn to work with people from different backgrounds.
3. Creating a harmonious learning environment: Teachers can create an inclusive classroom

atmosphere by overcoming discrimination and stereotypes.

4. Enriching Cultural Insights: Students gain a more comprehensive understanding of local and global cultures (Munir, 2020).

Teachers' strategies (planning, implementing and managing) in multicultural P3 activities are important steps in creating inclusive and relevant learning in a diverse environment. By understanding students' needs, designing lessons that reflect diversity, and promoting the values of tolerance, teachers can help students develop important life skills in a multicultural society. The implementation of these strategies will not only support the achievement of educational goals, but also contribute to creating a younger generation that is more open, empathetic and able to live together harmoniously in diversity.

Teachers are critical in teaching students about diverse cultures through integrated learning strategies. By understanding student diversity, incorporating multicultural values into the curriculum, and creating an inclusive learning environment, teachers can help students respect differences and build a more tolerant society. The implementation of these strategies will improve academic understanding and shape students' characters into people who are open, empathetic, and can live harmoniously in the midst of diversity. The theme of global diversity is an important topic to teach students to appreciate differences in culture, religion, race, and background at the local and international levels. P3 activities with this theme aim to build students' understanding of diversity in the world, promote tolerance, and foster inclusive attitudes in everyday life. P3 activities on global diversity provide meaningful learning experiences for students. By making a good plan, actively involving students, and evaluating the results, teachers can help students understand and appreciate the diversity of cultures in the world. This activity helps students understand diversity and makes them tolerant, inclusive, and ready to

face global challenges (Ardiawan & Adnyana, 2024).

The benefits of P3 with the theme of global diversity for elementary schools are very important and useful. At this stage, children are in a crucial period of shaping values, character and mindset. Introducing the theme of global diversity helps children understand differences early on and form an inclusive attitude in their lives (Shelemo, 2023)

The benefits of this activity for elementary school students:

1. Supports understanding of cultural diversity
  2. Helps respect differences between individuals
  3. Builds an inclusive attitude
  4. Strengthens the notion of tolerance
  5. Encourage cooperation among school friends
  6. Fostering mutual respect
- Instilling the value of tolerance from an early age is important. By organizing activities that promote global diversity, students can learn to appreciate and accept different cultures, languages, religions and traditions. There are several benefits of this approach, including helping students respect friends with different backgrounds, reducing the potential for conflict or discrimination, and encouraging students to be more empathetic towards others (Mulyani, 2023).

## CONCLUSION

Teachers' strategies for strengthening the character of global diversity in P3 activities at SD Muhammadiyah 11 Randegan include; 1) teachers integrate into learning activities, 2) familiarize discussion activities in solving a problem, 3) work together, and finally 4) Integration of multicultural values in daily learning. In this P3 activity has a positive impact on elementary school students, namely 1) supporting an understanding of cultural diversity, 2) helping to respect differences between individuals, 3) building an inclusive attitude, 4) strengthening the understanding of tolerance, 5) encouraging cooperation between school friends, 6) fostering mutual respect and respect.



recommendations for future research or other relevant parties. Conclusions and recommendations should be concise and clear. The summary should be based on the Results and Discussion section (maximum three paragraphs) and should be written in narrative form (not bullet points) that summarizes the results of the data analysis and discussion, and highlights new insights from the study that contribute to the advancement of psychology (or science in general).

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