

The Impact of Socioeconomic Differences on Multicultural Learning Experiences in School Base: Studies Case Wrong One Elementary School in Indonesia

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Abstract

Education multicultural is approach education that recognizes, values, and celebrates diversity. Objective mainly is create environment Study Which inclusive, respecting differences and tolerance among students and members of the educational community. Based on this this research conducted with the aim of describing the impact of difference social economy to experience Study multicultural with studies case one of the elementary schools in city Malang. Method used in this research is a method study library research) to search for articles related to the topic to be discussed and also collect data by interviewing teachers and students directly. From the results of this case study and literature, it can be concluded that due to the socio-economic differences between the participants education can have an impact on experience their learning in school. Strategy Which can be used to minimize this by building cooperation in various aspects of education starting from schools, social environments, teachers and students.

Keywords: Social Economy, Education Multicultural, School Base, Elementary School, Experiences

INTRODUCTION

According to Law No. 20 of 2003 concerning the National Education System, Article 1, paragraph 1, education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual religious strength, self-control, personality, intelligence, noble morals, and the skills needed by themselves, society, nation and state. Multicultural means cultural diversity (Sinaga 2022). Multiculturalism can be understood simply as an acknowledgement of cultural pluralism (Monterrubio, García, and López 2018). The root of multiculturalism is culture, namely culture. considered as function guide in life man (Clauss-Ehlers et al. 2019). In context In the development of the nation, the term multiculturalism gave rise to an ideology called multiculturalism (Musafiri et al. 2022). Multiculturalism is a diverse experience that shapes shared perceptions regarding age, gender, and social status. economy, type of cultural identity, language, race, and need special. Seen from two definition in on, education multicultural is conscious effort For develop personality in in And in outside school with learn social status, race, ethnicity, and religion with each other to create intelligent individuals in facing the problem of cultural diversity (Remiswal et al. 2022).

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In era of globalization currently, school basic playing role crucial in shaping children's understanding of the cultural and social diversity around them (Wiggan and Watson-Vandiver 2019). Multicultural education in elementary schools is an important aspect in addressing differences in student backgrounds, addressing socioeconomic disparities, and understanding their impact on academic achievement (Setyono and Widodo 2019). Participant educate come from various background behind ethnicity, religion, And level social economics (Isnaini, Setyono, and Ariyanto 2019). These differences create unique challenges for educators in creating learning environments inclusive and support. Difficulty financial in House can hinder access to educational resources, resulting in gap in achievement Therefore, it is important to identify effective multicultural education strategies to reduce socioeconomic disparities and ensure that every child has equal opportunities to learn and develop (Sinaga 2021). In this research article, we will explore the impact of differences in student background and socioeconomic disparities on academic achievement in elementary schools. We will also discuss strategies that schools and educators can adopt to create a positive learning environment. environment learning inclusive, stimulating development intellectual development and maximizing the learning process. This research is expected to make a positive contribution to strengthening multicultural education in elementary schools and helping create a more equitable future that upholds the value of tolerance for differences (Oliveira et al. 2024).

METHOD

In the research methods section of this scientific article, the researcher used a mixed approach. Which consists of from interview with Teacher And participant educate, as well as studies literature or Desk research. In-depth interviews with teachers and students provided a rich qualitative dimension to multicultural learning experiences. Teachers provided pedagogical and practical perspectives, providing information on teaching strategies used to accommodate students' socioeconomic differences. Meanwhile, interviews with students provided direct voices from students, allowing researchers to understand their experiences in navigating the challenges and opportunities presented by socioeconomic differences (Fatih, Ozdere, and Bozkus* 2019).

In addition, the researcher also conducted a comprehensive literature review to support this research (Sperry, Sperry, and Miller 2019). This literature review involved an in-depth analysis of scientific articles, books, and previous related research. By summarizing the findings, from studies literature, researchers can integrate knowledge Which There is with new findings discovered through observation and interviews, thus forming a solid theoretical foundation for this research (Grant 2021).

With this mixed approach, the study aims to explore in depth the impact of socioeconomic differences on students' multicultural learning experiences in elementary schools. qualitative data from Interviews with a theoretical context from the literature stud y are expected to provide a deep understanding of the complexity of this problem (Astuti, Syafrudin, and Susilowati 2024).

RESULTS AND DISCUSSION

A. Understanding Education Multicultural

Multicultural education is an educational strategy applied to all subjects by utilizing the cultural differences that exist among students, such as ethnicity, religion, language, gender, social class, race, ability, and age, to make the learning process effective and easy (Zhao et al. 2025). Multicultural education is not only studied in regular education but must be learned by the wider community, non-formally through various means. discussions and presentations. To create a peaceful and orderly Indonesian society (Abidin and Murtadlo 2020).

Education multicultural is something approach progressive For do educational transformation that comprehensively dismantles shortcomings, failures, and discriminatory practices in the educational process (Pratama, Nurkamto, and Wijayanto 2021). Multicultural education is the process of instilling a lifestyle of respect, sincerity, and tolerance towards cultural diversity.

Living in a pluralistic society, multicultural education is expected to foster resilience and mental flexibility in the nation's response to social conflict.

B. Role Participant Educate on Education Multicultural

In context education multiculturalism, participant educate hold role key as an agent change. They own not quite enough answer For understand, value, And celebrating diversity of cultures, religions, and social backgrounds fellow students (Teng et al. 2021). The role of students involves opening thought towards differences, digging knowledge about other people's cultures, as well break stereotypes and prejudice. Nurhayati (Nuru and Gereziher 2022)highlights that in In class, students can build appreciation for diversity through collaboration on projects. group Which represent culture and tradition different. Through dialog open, personal experience, and participation active in activity multicultural, participants educate not only enriching their own understanding, but also creating an inclusive learning environment, building tolerance, and forming open minds towards diversity in society. According to study by Pranoto (Nugroho et al. 2022) show that discussion open in Classrooms, where students can share their experiences and perspectives on diversity, can enhance their understanding of culture and improve their intercultural communication skills. Similar findings were also revealed in a study by Sari (Raihani 2018) which emphasized that students involved in multicultural projects experienced growth. emotional And social, as well as build attitude each other honor And Work Equally (Budi Priatna, Santoso, and Moenawar 2021). With this role, students contribute to shaping a generation that is prepared for diversity and contributes to an increasingly connected society (McAllister et al. 2018).

C. The Role of Teachers, Schools and Cultural Development Institutions as Social Systems in Multicultural Education

The role of a teacher in multicultural education is that of an adult who is consciously responsible for educating, teaching, and guiding students. The person called a teacher is a person who can plan program studies and organize and regulate management class so that participant educate can Study and on Finally succeed for

reaching maturity as the ultimate goal of educational process. According to Kholik, N. (2017) in the implementation of multicultural education a teacher must pay attention several things including (Ogbo et al. 2019):

Religious Differences, the role of teachers is important to directly implement several actions to build diversity in students, teachers are an important factor in implementing diversity values in schools, including: A teacher must be able to act democratically, meaning in all his behavior, both his attitude and his words. No discriminatory (behave fair And No touch on) students Which different religion from him (Cherng and Davis 2019).

Difference Language, Teacher must have outlook Which Enough How Respecting linguistic diversity. This understanding is the starting point for teachers, namely their attitudes and behaviors show good attitudes and always respect existing linguistic differences which are very sensitive. to issues concerning internal linguistic discrimination And external class (Setyadi 2022). Gender Differences: Teachers must have sufficient insight into gender equality. This insight is important because teachers are key figures. To be the center of attention of students in class, they must be able to behave fairly and justly. do not discriminate against students. educate Woman or man. Sensitive to problem sexual. A Teacher must sensitive to gender issues inside and outside the classroom, teachers must be able to anticipate and understand that their actions are discriminatory, even though they are actually inappropriate (Chung 2019). Differences in Social Status, Teachers have an important role in fostering social awareness among students, including; A teacher should have sufficient insight into various social phenomena that exist in the environment of his students. Especially those related to injustice, social, political, and economic issues such as poverty, unemployment, corruption (Yesmin and Olvera 2024). Teachers should have sensitivity to discrimination and injustice. social, economic, and political issues that are currently occurring. Teachers must directly implement anti-discriminatory, social, political, and economic attitudes in the classroom. Teachers do not differentiate between students who are children of officials and students who are children of pedicab drivers, all are treated equally.

Difference Ability, Teacher as driving force main awareness participant educate to always avoid discriminatory attitude, able to practice anti-discourse direct discrimination in in da di outside the classroom. Teachers must be responsive to any discrimination. related to with this ability and providing an understanding to students that all humans have shortcomings, it depends on how they can manage these shortcomings to become strengths (Rambe, Novebri, and Pratiwi 2022).

Ethnic Differences, Teachers must have sufficient understanding and insight into anti-ethnic attitudes ethnic discrimination. Teachers should have a strong sensitivity regarding the symptoms of discrimination. ethnicity. As small as whatever form it takes in the and outside the classroom. Teachers must give example in a way direct through attitude and behavior his behavior Which No taking sides or discriminating against students who have a certain ethnic or racial background multicultural education is also a place to develop skills as well. develop social sensitivity in the communication environment environment functioning with Good. Character participant educate can seen and evaluated when someone interacting with

other people who are human beings. Apart from being individual beings, they are also social beings. Therefore, competence is an indicator of observable actions and as a concept that includes aspects of knowledge, skills, mark And attitude as well as stages implementation in a way intact (Chung 2019). Draft multiculturalism emphasizes importance look at world framework reference culture Which different as well as recognition and appreciation of the richness of cultural diversity in a country and global community. Multicultural emphasizes the need to create distinctions between races, ethnicities, gender, sexual orientation, disability and social class and all learners are recognized as valuable resources to enrich learning and teaching (Firdaus, Anggreta, and Yasin 2020).

D. Problem Education Multicultural Wrong One Elementary School in City Poor

In the results of interviews conducted with teachers and students at an elementary school in Malang city, it is clearly seen that differences in students' socio-economic backgrounds have a significant impact. on experience multicultural learning in school This basis. The existence of variations in socioeconomic backgrounds among students creates complex challenges and opportunities in learning activities. Educators report that students from background behind social economy Which more low tend own level trust the self more low. They Possible feel not enough believe self for participate in class discussions or social activities due to feelings of inferiority or discomfort.

In side other, participant educate Which originate from background behind social economy Which more High school students have greater learning opportunities. They have easier access to educational resources, including books, private tutoring, and support from teachers outside of class hours. Chance This give they superiority in increase understanding material lesson And involvement in activity extracurricular. However, although participant educate with background behind social economy Which more tall own chance more big, matter This Also can create gap in performance academic between participant learners educate with different socio-economic backgrounds (Sleeter 2018).

This is in line with the views expressed by Pratiwi and Purnamasari (2017), students from low socio-economic backgrounds tend to experience difficulties in getting material reading And access to source Power education addition, Which on This in turn influences their understanding of cultural diversity. Conversely, research by Santoso (Safitri 2022) found that students from families with higher socioeconomic backgrounds tend to be more confident and active in classroom discussions because they have greater access to an environment that supports their intellectual growth. These interview results illustrate the complexity of the challenges schools face in creating equitable and inclusive learning environments for all students (Feliu et al. 2021). Therefore, ongoing efforts are needed to support students from lower socioeconomic backgrounds, whether through additional academic assistance programs, social support, or the development of social-emotional skills to improve their academic performance. trust self and involvement they in process learning multicultural. In this way, schools can achieve the goal of inclusive and equitable multicultural education for all students, regardless of their socioeconomic background (Noor 2019).

E. Strategy Overcome Problem

Learning is an effort to teach students, in which there are activities of selecting, determining and developing methods to achieve results. desired learning. In further learning, it is explained that in the design or planning is something method Which satisfying for make something activity can running well accompanied by various anticipatory steps to reduce the gap that happen, so that activity the reach objective Which has set. On A solution to the problem of differences in students' social backgrounds, resulting in disparities and a lack of respect for others (Parkhouse, Lu, and Massaro 2022). The competency proposed is to increase the ability to respect others and respect oneself. Considerations the emergence of components award towards oneself Alone is that the award to self Alone need built moreover formerly before child Study value person other. Besides That award to self Alone viewed need For build children's positive self-concept (Dewi et al. 2023).

Self-acceptance or self-respect is an attitude that is basically satisfied with oneself, one's qualities, and acknowledges one's limitations. self in terms of This means that individuals can appreciate all aspects that There is on himself, whether it is positive and which is negative. Teacher have a role in help participant educate recognize himself Alone so that participant educate can accept himself Alone. With so participant educate can used to in matter reception And Self-esteem allows students to accept the strengths and weaknesses of others. Respecting others begins with self-acceptance and self-respect (Muhammadiyah et al. 2022).

Teachers can also implement individual counseling services with a reality approach to increase self-acceptance, which requires contributions from various parties, including: head school, Teacher guidance And counseling, person old, participant educate And parties other (Pratiwi 2022). The existence of cooperation and support from all party help realize participant educate have personality healthy so that come true personal with reception self the good one. In Q A'yunin (Prayitno and Putri 2023) explain that counseling individual is service guidance And counseling that allows participant educate or counselee get service direct face advance (individually) with the supervising teacher in order to discuss the alleviation of personal problems suffered by the client. So that with the existence of individual counseling services for students, it can become receptacle approach between student and Teacher so that Teacher can recognize student and help student in formation character in a way individual as well as can push student learn to accept self each and can accept lack excess himself as well as person other.

CONCLUSION

Based on the results of interviews and observations, understanding multicultural education is crucial. With this multicultural education, students can value diversity ethnic group, race, religion, and culture Which There is. Teacher own role in shaping character participant teach to respect each other the difference in school environment, for example differences in the economic background of other students. In solving problem Teacher can apply service counseling personal to every participant educate in turns and getting students used to giving themselves self-appreciation as proof of acceptance for themselves. Students also need to be encouraged For active participate

in projects group, discussion open, And multicultural activities other. Involving person old in program education multicultural Also important, by holding meetings and supporting parents in educating children about diversity. Source Power education, like books and material lesson Which support diversity, must be ensured to be available. An inclusive school environment, free from discrimination, also need created, so that every students feel accepted and appreciated. Regular evaluation to program education multicultural involving bait come back from student, teachers, and person old required For Keep going increase quality program.

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