



Harmonis Learning Model That Integrates Multiculturalism Into Local History Education

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ABSTRACT

Purpose of the study: The development of a culturally responsive teaching model, commonly called the Aligned Learning Model, is based on the idea that students' cultural backgrounds are significant in their learning process. Multicultural awareness in history education is an important aspect of education that aims to foster understanding and appreciation of cultural diversity. Integrating multicultural values into history education is essential for raising students' awareness of cultural pluralism and fostering tolerance and social cohesion attitudes.

Methodology: In this study, we used a qualitative approach, distributing questionnaires to history teachers to collect data. We analysed the data in three stages: data reduction, presentation, and conclusion drawing.

Main Findings: The result of this study is a new learning model called Harmonis. The syntax of this model consists of five stages: learning instruction, concrete experience, reflection, communication, and evaluation. Based on the study's results, previous studies and findings in the field indicate that no specific model elaborates on local history and multicultural education in schools. This prompted the researchers to present an innovation, namely the Harmonis learning model. The Harmonis model can be applied in local history-based learning processes by exploring the surrounding environment and identifying multicultural values that can be taught to students.

Novelty/Originality of this study: The Harmonis model bridges the needs of prospective professional teachers who want to teach multiculturalism contextually. The existence of this model is an innovation because several previous learning models have not been able to integrate local history and multiculturalism in a meaningful way.

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1. INTRODUCTION

Multiculturalism in Indonesia is an essential aspect of the nation's identity because Indonesia has a rich diversity of cultures, ethnicities, and religions. The concept of multiculturalism is not merely a political doctrine but a way of life that is firmly embedded in the character of the Indonesian nation, which is reflected in the behaviour and personality of its citizens [1]. Indonesia's national identity is built on acceptance of diversity, as summarised in the national motto "Bhinneka Tunggal Ika" [1], [2].

The relationship between multiculturalism and students can mediate the relationship between their different ethnic identities and national identities [3]. This shows that multiculturalism can be a bridge between various ethnic identities within the nation, fostering a sense of national unity. In addition, the role of indigenous educational institutions such as universities through teacher professional education (PPG) in promoting multiculturalism and national solidarity highlights the importance of education in maintaining the diversity of Indonesian society and teaching it to students.

Multiculturalism and history learning are inseparable from each other. History education is one of the subjects in high school/vocational high school that has one of the objectives, namely to foster the values of diversity and cooperation *royong* [4]. This objective can be interpreted as the formation of awareness of multiculturalism and tolerance among students within the scope of the school and society. History education plays an important role in shaping citizens who respect the nation's noble values, including respecting its cultural diversity. Therefore, it is essential to identify and analyse multicultural values in the curriculum [5]. This will provide direction and guidance for students as prospective teachers in carrying out the learning process at school.

The independent curriculum allows history teachers to develop new material as long as they stick to the learning outcomes set by the government and the curriculum [6], [7]. With this freedom, the material developed by teachers can be more contextual and relevant to students' daily lives. Thus, learning history becomes more significant, and students become more interested in learning [8], [9]. One way of implementing this policy is for teachers to explore and teach local history around the students' area so that students feel closer to and more interested in learning history.

Using local history as a source of learning history does not reduce the importance of national history taught in schools [10]. Local and national history have a complementary and enriching relationship. Local history, focusing on local events and figures, provides the foundation for a deeper understanding of national history [10]–[12]. Conversely, national history provides a broader context for understanding the significance of local events, relating them to national and global dynamics.

Certain historical events occur in certain localities that have significance in national history. Through local history, students can improve their understanding of national history. Using local history as a learning resource can make learning more meaningful because students can directly interact with the cultural heritage of the past found at historical sites [13], [14]. Students can also build their knowledge critically and constructively through their experiences when they come into contact with various cultural relics from the past [10]–[12].

Based on the results of the initial data analysis, in which the researcher distributed questionnaires to teacher education students, it was found that there is one course that can be used to apply multicultural education in history learning. This course is a sociocultural perspective in education, but lecturers have not utilised this potential in classroom learning. The questionnaire results show that lecturers in the Sociocultural Perspective in Education course have not implemented a specific learning model in teaching the material. Generally, learning is done by providing direct case examples in the field. In addition, students find it difficult because this material is relatively new and has never been taught at the undergraduate level.

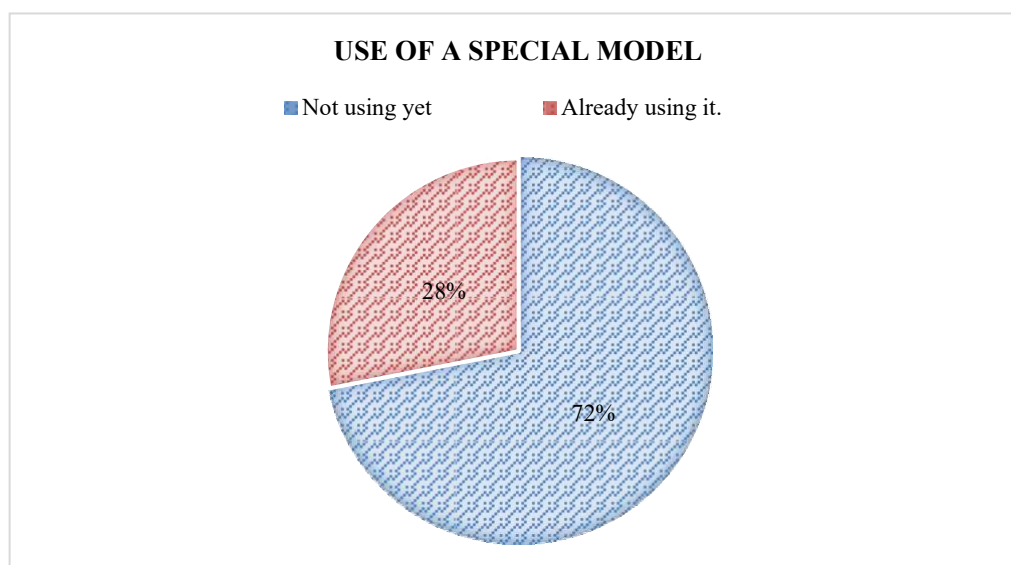


Figure 1. Questionnaire results.

In addition, based on the results of a questionnaire distributed to students, it was found that as prospective teachers, students need a learning model concept that can integrate local history with multiculturalism (see figure 2). Teaching local history and multiculturalism is considered important because

these elements are essential for fostering a comprehensive understanding of the diverse society in which students live and learn. Integrating local history into the curriculum can enable students as future educators to help students connect with the community, appreciate local historical narratives, and understand the historical context that plays a significant role in national historical events.

THE IMPORTANCE OF LOCAL HISTORY IN LEARNING

■ Very Important ■ Important ■ Quite Important ■ Not Important

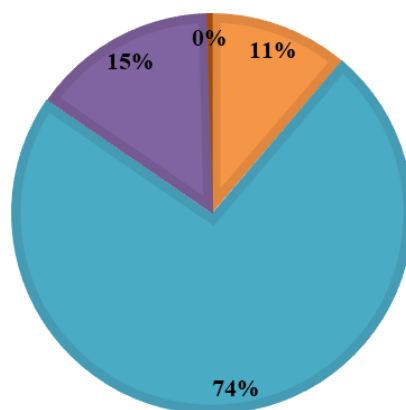


Figure 2. Questionnaire results.

This local approach not only increases student engagement and the relevance of their education but also fosters a sense of identity and belonging [15], [16]. Furthermore, teaching multiculturalism is crucial in shaping concepts of inclusivity and respect for diverse cultures, perspectives, and experiences. Such instruction encourages students to recognise and appreciate differences, fostering empathy and critical thinking skills that are essential in an increasingly globalised world [17], [18]. By equipping prospective teachers with the tools to teach history effectively, it is hoped that students will be able to create inclusive classrooms that celebrate diversity and empower all students to contribute positively to society.

Several previous studies have formed the basis for the development of a Harmonis learning model. Based on several studies, it appears that local history has a significant influence on the formation of multiculturalism in students [19], [20]. Local history can also strengthen national identity, thereby increasing unity and mutual respect among fellow citizens and creating an environment that promotes tolerance [21]–[23]. This approach enables students to recognize and appreciate diversity without prejudice related to race, ethnicity, religion, language, or cultural background. Teachers and prospective teachers play a crucial role with multicultural competencies in creating an inclusive and tolerant educational environment, and there is a need for special skills, including cultural awareness, knowledge of multicultural issues, and the ability to manage diversity effectively [24], [25].

Based on previous studies and findings, no learning model elaborates and accommodates teachers' needs regarding integrating local history with multiculturalism. The lack of information about local history makes students feel that history learning is still not contextual [26]–[28]. Teachers have not been able to utilise the potential of local history to foster multicultural values in students. A specific model that accommodates the interests of teachers and students is important as it provides a platform to explore local history. However, local history should not be used to divide students into stereotypes but as a unifying force connecting local history with events in other regions.

Several studies highlight the importance of integrating local history with multiculturalism in classroom learning. However, the lack of a specific model presents challenges for both teachers and students, particularly those aspiring to become teachers, in implementing this integration in the classroom. Therefore, this article highlights the need for a learning model that can accommodate collaboration between multicultural education and local history in teacher education classrooms. The project is an effort to foster multicultural awareness and enable students as future teachers to apply the values present in history education in schools. In this article, the researcher proposes a new learning model that focuses on the integration of multicultural education with local history, namely the Harmonis Learning Model.

2. RESEARCH METHOD

2.1. Type of Research

This research uses a qualitative descriptive method by manually analysing the results of the research data approach to explore the development of a Harmonious learning model by integrating multicultural education and local history. Qualitative descriptive research is an approach that aims to formulate problems that will guide research in exploring or capturing the social situation being studied comprehensively, broadly, and deeply [29], [30]. In this article, the researcher seeks to explore the potential problems in the field and offer a new innovative model by integrating local history with multicultural values.

2.2. Research Subject

This study's subjects are teacher education students majoring in history from the 2023 and 2024 cohorts. There are 50 respondents, 25 from the 2023 cohort and 25 from the 2024 cohort. This selection was based on the fact that both cohorts are still undergoing the learning process on campus in the same year and are currently taking sociocultural courses in education. These courses provide information on how teachers can teach by understanding the various sociocultural backgrounds of students.

2.3. Data Collection Instruments and Techniques

This study used a data collection technique, namely a questionnaire or survey. In this article, the researcher used a closed questionnaire to gather information about the potential for local history learning and multicultural education from a sociocultural perspective in the education course, the application of learning models in the course, and the challenges students face during the learning process. The study showed 62.5% of the 30 students struggled to understand the material. The first reason was that PPG students still considered this course new because it had not been taught at the undergraduate level. Another reason was that lecturers only provided real-life examples through existing cases but did not utilise the potential of local history as a catalyst. After the questionnaire data was collected, it was reduced, presented, and analysed to draw conclusions that form the basis for discussing the importance of the Harmonis Learning Model in integrating multicultural education and local history learning.

2.4. Data Analysis Techniques and Research Procedures

The data analysis technique applied in this study is interactive analysis. According to Miles and Huberman [31], data analysis using an interactive model is carried out through three main stages: (1) Data Reduction is the process of evaluating, concentrating, and simplifying data obtained from the results of a questionnaire administered to history education students of the 2023 and 2024 cohorts regarding harmonious learning models, local history, and multiculturalism. (2) Data Display, where the data collected from the previous survey is presented in the form of diagrams, tables, or charts that are easy to understand. (3) Conclusions drawing/verifying is the stage where the data collected and analysed is then summarised and discussed in this article.

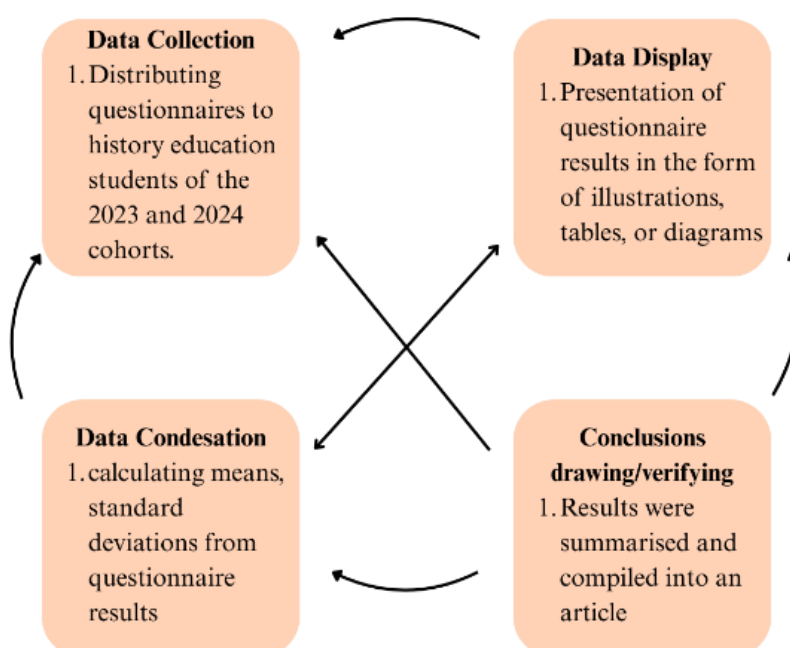


Figure 3. Components of Data Analysis: Interactive Model With Modification [32]

3. RESULTS AND DISCUSSION

3.1. Multiculturalism in Local History Learning Teacher Professional Education Students

Multicultural awareness in history learning is an important component of education that fosters understanding and appreciation of cultural diversity. Integrating multicultural values into history education is essential to developing students' awareness of cultural pluralism and fostering tolerance and social cohesion. Research shows that history education is important in fostering multicultural awareness by presenting historical facts that reflect diverse identities and cultures.

This approach helps students understand and appreciate differences, thus contributing to developing multicultural education values [33]. In Indonesia, for example, the history curriculum reflects the nation's cultural diversity, which is important for fostering multicultural awareness in a country with a rich tapestry of ethnic and cultural identities [34]. The strategic role of history education in shaping students' multicultural awareness is emphasised by its ability to teach students about past events that embody multicultural values. This lesson helps students recognise the importance of ethnic and cultural diversity, strengthening tolerance and national integration [35].

Multicultural education is essential in preparing PPG students to face the challenges of teaching in the diverse Indonesian society. Through this education, they will be equipped with an in-depth understanding of Indonesia's various cultures, ethnicities, religions, and languages. Thus, they can create an inclusive learning environment, respect differences, and avoid bias in the learning process.

In addition, multicultural education also encourages PPG students to develop learning strategies that are responsive to the diverse needs of students. They will learn to adapt teaching methods, materials, and assessments to suit different cultural backgrounds and learning styles. This will help improve the quality of learning and ensure every student gets an equal opportunity to succeed. Not only that, multicultural education also plays an important role in developing the social and emotional competencies of PPG students. They will learn to empathise, communicate across cultures, and resolve conflicts effectively. These competencies are essential for teachers to build positive relationships with students, parents, and colleagues from diverse backgrounds.

Multicultural education also fosters tolerance and helps PPG students understand the root causes of prejudice and discrimination. They will learn to respect differences, avoid stereotypes, and promote tolerance in and out of the classroom. In this way, they can set an example for their students and contribute to creating a more inclusive society. Multicultural education is also important in preparing PPG students to become active agents of social change. Teachers are important in shaping young generations who value diversity and contribute to an inclusive society. Their acquired knowledge and skills can inspire their students to become responsible citizens who care about others, regardless of their background.

Multicultural awareness is essential in history learning, especially in integrating diverse cultural perspectives into their teaching practices. This approach is essential for history education because it involves understanding and interpreting events from various perspectives and the influence of various local communities on historical developments [33], [36]. Educators must incorporate various cultural perspectives into history lessons, which can enrich students' understanding of the past and its relevance to contemporary multicultural societies. Integrating multicultural literacy and competence into history learning aligns with the broader educational goal of fostering student empathy, respect, and critical thinking [37], [38].

3.2. The Harmonis Model as a New Perspective in Learning History

A learning model can be defined as a conceptual framework that outlines the systematic steps in the learning process to achieve national education goals [39], [40]. This definition aligns with Octavia's view that a learning model is a plan that guides teaching and learning activities in the classroom [41]. A learning model provides a clear overview of the steps needed during the learning process to achieve the set objectives.

The Harmonis Model was developed by taking inspiration from several existing learning models. The learning models that inspired it were Docar, Multilidi, *Resource Learning*, and *Experiential Learning*. These models have different characteristics; for example, Docar The DOCAR learning model is designed to improve students' problem-solving and critical-thinking skills. This model has several important characteristics, including (1) it has a strong theoretical and empirical foundation, (2) clear learning objectives, (3) a structured teaching behaviour, and (4) it creates a conducive learning environment [42].

The second model that serves as inspiration is the multicultural-based learning model (multilidi), designed to enrich student's learning experiences, not only with the subject matter but also with a deep understanding of multicultural insights. This model consists of 5 stages, namely (1) lesson instruction, (2) organize learning, (3) exploration, (4) closure, and (5) evaluation [43]. The third learning model is resource-based learning (RBL). This term refers to various learning approaches, such as open, distance, and flexible learning, which emphasise using learning resources as the main driver [44]–[46]. This model also includes various ways for students to learn independently under teacher supervision. However, this model differs from the harmonis model, in which harmonis syntax focuses more on expressing various local histories in each region.

The harmonis model also aims to apply simple historical research so that students have experience collecting and analysing sources to produce historiography. Then, after the narrative is formed, students will relate it to multicultural values and present it in class.

The last model is experiential learning, emphasising learning through action and reflection [47]. This is not just listening to information but involves simulations of real situations such as field trips, role-playing, and active game participation. In experiential learning, students are fully involved physically, mentally, emotionally, and through action, creating a personal and profound learning experience. The steps in experiential learning are as follows: 1) concrete experience (feeling), 2) reflective observation (watching), 3) abstract conceptualisation (thinking), and 4) active experimentation (doing). In its application, the harmonis model differs from experiential learning in that it emphasises the integration of local history into learning. The reflective stage differs from experiential learning, where the harmonis model involves collecting various primary and secondary sources. These are then identified and analysed until the historiography stage or the creation of a work. Additionally, in the harmonis model, students must communicate their findings publicly through presentations or other forms of communication.

The researcher's Harmonis learning model incorporates several syntaxes from the above models. The lesson instruction stage is adopted from the multimedia learning model. Concrete experience and reflection are taken from experiential learning. The communicating stage is adopted from reflection in the Docar learning model. The final stage, evaluation, is taken from the resource-based learning (RBL) model.

The Harmonis model has five stages in the learning process. The first is lesson instruction, where the educator conveys the learning objectives to be achieved. In addition, the educator inspires and motivates students to participate in group discussions related to local history and the multicultural values within it. The second stage is *concrete experience*, where students are grouped heterogeneously and determine the local history they want to discuss along with the multicultural values within it.

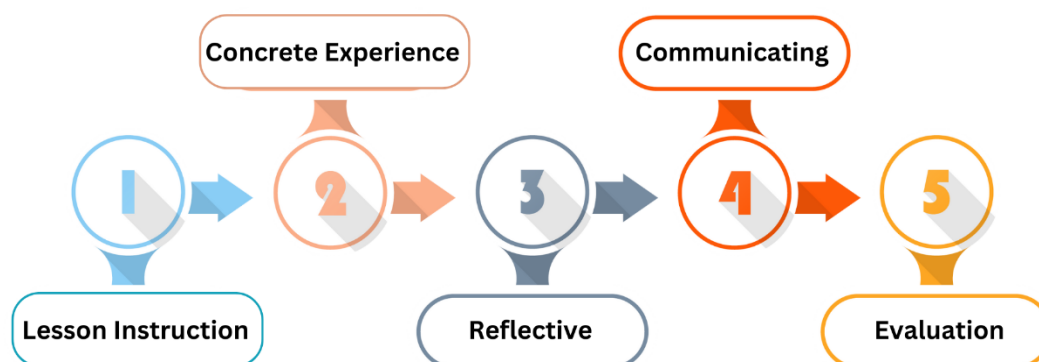


Figure 4. Syntax of the Harmonis Model.

The third stage is *reflective*, in which students collect various historical sources related to the chosen discussion. Then, the students narrated the local history they had discovered and what multicultural values existed during the event. The discussion results are set out in a module or learning plan on how teacher professional education (PPG) students teach this local history and its values in classroom learning.

The fourth stage is *communicating*, where students communicate the results of their group discussions in front of the class. In this case, other groups and educators will provide *feedback* through responses, suggestions, and questions to the presenting group. Finally, there is *evaluation*, where educators allow students to conclude the results of the discussions that have taken place in one meeting. Educators also give students tests to determine their understanding of the material discussed in class. The following is the syntax of the Harmonis learning model:

Table 1. The syntax of the Harmonis Model.

Fase	Sintaks
<i>Lesson Instruction</i>	<ol style="list-style-type: none"> 1. The educator conveys the objectives and material to be studied 2. The educator inspires students to participate in practical problem-solving tasks to be determined
<i>Concrete experience</i>	<ol style="list-style-type: none"> 1. Grouping students into several heterogeneous groups 2. Identifying issues related to contextual issues, in this case local history and local wisdom in the student environment

<i>Reflective</i>	<ol style="list-style-type: none"> 1. Students gather information from various sources related to the selected local history or local wisdom 2. Students identify multicultural values and their implementation in learning about local history or local wisdom 3. Students formulate a learning module/plan to teach local history or local wisdom in the classroom
<i>Communicating</i>	<ol style="list-style-type: none"> 1. Students communicate the results of their discussion through a group presentation 2. Students from other groups provide feedback to the presenting group 3. Educators provide feedback on the presentations made by the groups
<i>Evaluation</i>	<ol style="list-style-type: none"> 1. Students draw conclusions and summarise the material that has been studied. 2. Educators give tests to students to determine their understanding of the material that has been studied.

The syntax of the Harmonis learning model consists of five steps, each of which aims to enable students to think critically about analysing local history and multicultural values. This ability enables student teachers to teach local history and how to appreciate the values in local history as peripheral narratives that complement the larger narratives or national history presented in textbooks and modules. This is also an implementation of the mandate of the independent curriculum where students as prospective teachers must equip students with historical thinking skills [4].

Implementing this harmonis model faces several challenges in its initial application in the classroom. For example, students find it difficult to locate primary or secondary sources related to the local history they are studying. This makes it challenging for students to find other local histories that are easier to source. Additionally, students often encounter biases in historical sources, which can occur because some sources from specific periods, such as kakawin, seat, kitab, or bad, use a highly literary language mixed with myths, requiring a deep understanding of their true meaning. Students often get caught up in this bias, resulting in local historical narratives that are not credible. Furthermore, some words and geographical terms in a particular place change over time, making it difficult for students to reconstruct local history that is accurate to its time. Educators can overcome these challenges by providing guidance and consultation to students, ensuring that the local historical narratives they construct are accurate.

This study has contributed positively by providing a new learning model focusing on local history and multiculturalism. However, this article is limited to its application in local history and multiculturalism and has not been tested on other subjects. With the harmonis model, students, as future educators, can instil the seeds of multiculturalism in students' minds and apply them in the community. Additionally, as future educators, students can provide insights into local history in their communities during the teaching and learning process, strengthening national identity, nationalism, and love for the homeland.

4. CONCLUSION

The Harmonis Model is a learning model with a new perspective offered by researchers to be applied in learning that integrates local history and multiculturalism. This model responds to the need for a unique model that enables educators, in this case lecturers, to make teacher education students aware of multiculturalism in classroom teaching. In history class, this can be done by analysing the history of the place where the students will be taught, and to foster tolerance among students, prospective teachers can make students understand the local history of students in each region. This is a means of fostering the idea that each local history student has a role in forming national history/grand narrative in textbooks and modules. It is hoped that this harmonis learning model will be applied in various subjects that integrate multicultural values in the future.

This study provides new insights for prospective teachers, PPG students, and educators regarding a new model that integrates local history and multiculturalism. This study is limited to examining potential issues within the student environment and proposing a harmonious model as a new perspective in teaching local history and multiculturalism. The data presented in this article is also limited to students' responses to the harmonious model. In future research, this model will be applied in teaching, and its effectiveness will be measured using specific variables.

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