

## **Development and Implementation of a Multicultural-Based Learning Model to Enhance Understanding of Cultural Diversity**

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**Abstract:** This research aims to develop and implement an effective multicultural-based learning model to enhance the understanding of cultural diversity among students of the Department of Dance and Theater, Faculty of Arts and Culture, Universitas Negeri Gorontalo in the course of Indonesian Dance. In the era of globalization, understanding cultural diversity becomes important to build tolerance and appreciation for differences. The research method used is a qualitative approach with a classroom action research design involving 30 students. The research procedure consists of the preparation, implementation, and evaluation stages, which include the use of questionnaires, interviews, and observations to collect data. The research results show that the implementation of a multicultural-based learning model significantly enhances students' understanding of cultural diversity, as evidenced by the increase in questionnaire scores and active student participation during the learning process. This research concludes that this learning model can be an effective strategy in teaching cultural diversity through dance, as well as making a positive contribution to the development of the curriculum in the Performing Arts department.

**Keywords:** Archipelago Dance, Cultural Diversity, Learning Model, Multicultural

### **A. Introduction**

In this rapidly advancing era of globalization, cultural diversity has become an inseparable aspect of societal life (Makarova et al., 2019; Eriksen, 2020). Indonesia, as a country rich in culture and tradition, has a diverse array of ethnic groups, religions, and customs that make it unique (Buttenheim, & Nobles, 2009). This diversity is not only seen in the various forms of art and culture present but also in the perspectives and behaviors of the community. Therefore, it is important for the younger generation, especially students, to understand and appreciate the cultural diversity around them. One way to achieve that understanding is through education, particularly in the field of art (Gay, 2013; Elliott, 1990).

The Nusantara Dance course in the Sendratasik Department, Faculty of Arts and Culture at Universitas Negeri Gorontalo has become one of the appropriate platforms

for teaching cultural diversity. Through dance education, students are not only taught movement techniques and aesthetics, but also given a deep understanding of the cultural context, philosophy, and meaning behind each dance (Kassing, & Jay, 2020; Hanna, 2008). However, this learning is often still monocultural, where the main focus is only on one or a few specific cultures, without involving the overall cultural diversity present in Indonesia.

Therefore, the development and implementation of a multicultural-based learning model are very important to be applied in the Nusantara Dance course (Mariyono, 2024). This learning model will not only enhance students' understanding of cultural diversity but also encourage them to appreciate and celebrate differences. In this context, the multicultural-based learning model is expected to provide a richer and more contextual learning experience for students, enabling them to see dance as a representation of diverse cultures.

In the development of this model, the approach used includes several methods that can actively involve students, such as group discussions, hands-on practice, and cultural exploration. In this way, students will be invited not only to study dance from a technical aspect but also to understand the cultural background, the values contained in each dance, and the contribution of dance in enriching the nation's cultural identity. Additionally, the implementation of this model can also be carried out through collaboration with local artists, researchers, and the community to provide a broader perspective on the existing cultural diversity.

Through this article, the author aims to delve deeper into the development and implementation of a multicultural-based learning model in the Nusantara Dance course at the Department of Performing Arts, FSB UNG. This research is expected to contribute to the development of the arts education curriculum in Indonesia, as well as raise students' awareness of the importance of cultural diversity in everyday life (Colaço, 2017; Al-Obaydi, 2019). With a better understanding of cultural diversity, it is hoped that students will not only become skilled individuals in the art of dance but also become agents of change capable of promoting tolerance and appreciation for differences in society.

In this context, this article will further discuss the steps in developing a multicultural-based learning model, the challenges that may be faced, and the implementation strategies that can be undertaken to achieve the expected learning outcomes.

## **B. Methods**

The method used in this study is a qualitative approach (Hollstein, 2011; Hastie, & Hay, 2012) with a classroom action research design (Mettetal, 2002; Meesuk et al., 2020). This approach was chosen to explore and understand the dynamics of learning that occur in the classroom and to develop a multicultural-based learning model. The

subjects of this research are students of the Dance Department at the Faculty of Arts and Culture, Universitas Negeri Gorontalo, who are taking the Nusantara Dance course. The number of participants in this study is 30 students from various cultural and ethnic backgrounds.

The research procedure consists of three main stages, namely: a) preparation stage: Conducting a needs analysis to understand the initial condition of students' understanding of cultural diversity. This is done through questionnaires and initial interviews; b) implementation stage: Developing and implementing a multicultural-based learning model. This model involves the use of various methods, such as group discussions, presentations, and dance practices from different cultures. Each learning session will focus on introducing dances from different cultures, accompanied by explanations of the cultural values contained in each dance; and c) evaluation stage: Collecting data on students' understanding after the implementation of the learning model. Evaluation is conducted through tests, questionnaires, and observations. The data obtained were analyzed qualitatively to assess the improvement in understanding cultural diversity among students.

Data were collected through several techniques, including questionnaire, given before and after the implementation of the learning model to measure changes in students' understanding of cultural diversity. Interview, conducted to obtain in-depth information about students' learning experiences during the learning process. Observation, recording student interactions during learning activities to assess the level of engagement and response to the implemented model.

The collected data were analyzed using qualitative descriptive analysis. The results of the questionnaires and interviews will be processed to identify the main themes related to the understanding of cultural diversity. Additionally, observation will provide an overview of the dynamics of interaction in the classroom. To ensure the validity and reliability of the data, data triangulation was conducted by comparing the results of questionnaires, interviews, and observations. Additionally, peer debriefing will be conducted with colleagues to obtain feedback and clarification regarding data interpretation. The method designed in this research is expected to provide a deeper understanding of cultural diversity for students, as well as to enhance awareness and tolerance towards cultural differences through integrated and participatory learning.

### **C. Results and Discussion**

Multiculturalism is "a concept of cultural cultivation, and since the educational process is a process of cultural cultivation, a multicultural society can be created through the educational process". Multiculturalism is viewed as a concept closely related to cultural cultivation. In this context, education becomes a fundamental tool

for creating a multicultural society. This shows that through the process of education, values and understanding of cultural diversity can be instilled, thereby forming a society that appreciates and understands differences. In other words, education not only serves as a transfer of knowledge but also as a means to build the multicultural awareness necessary for community life.

The concept of multiculturalism, besides containing elements of religious diversity and cultural diversity, also includes elements of social equality (Wihardit, 2010). From the explanation above, the concept of multiculturalism not only encompasses religious and cultural diversity but also emphasizes the importance of equality. This shows that multiculturalism is not just an acknowledgment of differences, but also encourages the recognition and respect for the rights of every individual in society, regardless of cultural or religious background. Thus, multiculturalism serves as a foundation for creating a just and equitable society, where every group can live harmoniously and respect each other.

The words education and multicultural give the meaning that multicultural education is the process of developing the full potential of students through the application of educational concepts based on the utilization of diversity present in the community environment, especially among students such as ethnic, cultural, linguistic, religious, social status, gender, ability, age, tribe, and race diversity (Rohman, 2018). Multicultural education is a process aimed at developing the full potential of students by utilizing the diversity present in society. This diversity encompasses aspects such as ethnicity, culture, language, religion, social status, gender, ability, age, tribe, and race. Thus, multicultural education not only emphasizes academic learning but also values and celebrates the differences among students.

Multicultural education is a process of developing the full potential of human beings that appreciates its plurality and heterogeneity as a consequence of cultural, ethnic, tribal, and religious diversity (Ibrahim, 2015). Multiculturalism acknowledges and celebrates differences in equality, both individually and culturally. The above description shows that multicultural education focuses on developing human potential by appreciating and celebrating cultural, ethnic, tribal, and religious diversity. This education not only acknowledges plurality but also emphasizes equality in respecting existing differences, both at the individual and cultural levels. Thus, multicultural education plays an important role in shaping an inclusive and respectful society.

The implementation of a multicultural-based learning model successfully enhanced students' understanding of cultural diversity. Students not only learn about dance technically, but also understand the cultural context of each dance. This model also encourages students to respect each other and learn from differences. The Nusantara Dance Course is a subject in the curriculum of the Performing Arts

Education program at the Faculty of Literature and Culture, Universitas Negeri Gorontalo. Divided into Dance of the Archipelago I and Dance of the Archipelago II. The Dance of the Archipelago I course is scheduled for the 4th semester, while the Dance of the Archipelago II course is scheduled for the 6th semester. The course "Tari Nusantara I" teaches students to recognize, appreciate, and perform dances from the island of Sulawesi, such as North Sulawesi, Central Sulawesi, West Sulawesi, Makassar, and Southeast Sulawesi. The course "Tari Nusantara II" teaches students to recognize, appreciate, and perform dances from outside the island of Sulawesi, such as Bali, Java, Sumatra, and Borneo. In line with the Learning Plan that has been prepared, the objectives and benefits of the Nusantara Dance Courses I and II are the understanding of knowledge and mastery of traditional Nusantara dance skills outside Gorontalo and beyond the island of Sulawesi.

Nusantara dance art is an ethnic summary that encompasses the cultural diversity of its supporting communities. It contains certain meanings, conditions, and moral messages in the form of unwritten advice passed down through generations to Indonesian children. Through creative and gradual activities that will ultimately enhance appreciation for the arts and culture of the archipelago. By understanding the treasures of their own national traditional arts, it is hoped that students can enhance their understanding of other ethnic groups, thereby improving their integration as a multi-ethnic nation. There are several factors that collectively underlie the birth of dance art and multicultural education, such as: (1) The need for self-identity; (2) Changing demographic conditions; and (3) Eliminating negative stereotypes. (Putraningsih, et al., 2018).

Through the Nusantara Dance Course, students are expected to (1) understand access to wealth in the form of cultural identity, (2) have a broad perspective on different cultural traditions, (3) gain an understanding of different cultural values, especially related to dance, and (4) recognize different cultural values. This also applies to multicultural education through cultural and artistic materials. In this case, Nusantara dance showcases cultural diversity and instills values of multicultural tolerance in a multiethnic society.

The Nusantara dance course learns to appreciate dances from outside one's own region, to appreciate Nusantara dances, and to learn about the dance cultures of other regions. Overall, this is an encouragement not only to learn and love one's own regional culture but also to love the cultures of other regions. Awaken the diversity that exists in Indonesia and nurturing the meaning of togetherness in having Indonesia without regard to ethnicity, race, and religion.

### **The Value of Multicultural Education in the Nusantara Dance Course**

In the process and stages of learning the Nusantara Dance Course, the understanding

of knowledge and mastery of skills must be evident in students both individually and in groups. This process will be achieved not only through the teacher's strategies in the classroom but also through the motivation and interest of students in participating in the learning. The same goes for the results that will be displayed during the student work showcase.

The dedication of students in learning dance outside Gorontalo and outside the island of Sulawesi appears to be good. From the results shown by the students, they not only want to learn the basic movements but also seek to collectively explore and discuss the elements present in the dance, such as the background of Nusantara dance, the synopsis of the dance, as well as makeup and costumes. The interest in learning is reflected in every stage of the learning process. It also developed when students started practicing dancing. Students seriously observe the variety of their movements and strive to follow their original movements.

Learning resources are largely obtained from YouTube videos, and students choose interesting Indonesian dances to study. The group consensus is chosen from the majority vote. Free and unbound is a strategy to gauge the interest of students in wanting to learn more and study Nusantara dance. Enthusiasm and engagement are the key initial steps in implementing multicultural education for students. In the next process after the Nusantara Dance Course has been completed with results obtained according to the evaluation at the end of the semester. The researcher distributed a questionnaire to assess the extent of the role of the Nusantara Dance Course in strengthening multicultural education. Thus, the results obtained from the Development and Implementation of the Multicultural-Based Learning Model show an increase in cultural understanding.

The research findings indicate that students experience an improvement in their understanding of cultural diversity through the multicultural-based learning method. Group discussions and presentations enhance student engagement and broaden their understanding of other cultures. Next, there is an increase in active student participation in every learning session. Students are more daring to ask questions and share opinions about the dances and cultures they are studying. Lastly, the feedback provided by the students indicates that they feel more engaged and appreciate cultural diversity after participating in this learning experience.

#### **D. Conclusions**

The development and implementation of a multicultural-based learning model in the Nusantara Dance course have proven effective in enhancing the understanding of cultural diversity among students of the Sendratasik Department, FSB UNG. Through classroom action research, it was found that this approach not only enriches students' learning experiences but also encourages them to appreciate cultural differences more.

This research is expected to serve as a reference for the development of a more inclusive and diverse curriculum in arts education.

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