

MULTICULTURALISM IN CHILDREN'S LITERATURE: A STUDY OF POETRIES BY ELEMENTARY SCHOOL STUDENTS

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Article History: Received on 24th March 2020, Revised on 24th April 2020, Published on 16th May 2020

Abstract

Purpose of the Study: This study aims to explain the collection of children's poetry by elementary school students in a book entitled "Keragaman Budaya Indonesia" and "Sehimpun Puisi. Resep Membuat Jagat Raya" in the multiculturalism perspective.

Methodology: This study used the qualitative study paradigm rules with the content analysis method. The data in this study were the multiculturalism values in children's poetry. The data were sourced from a poetries book by elementary school students. They were then analyzed using interactive analysis techniques (data reduction, data presentation, and verification).

Main Findings: The findings showed that there are fourteen indicators of multiculturalism, among others, respect for cultural equality, social class, ethnicity, gender, language, religion, race, skin color, and pluralism, equality of rights, customs, behavior patterns, education equality and tolerance in the poetries book.

Applications of this study: The results of this study can be useful for teachers and elementary school students in Indonesia in teaching poetry writing and inculcating the values of multiculturalism. Also, it can be beneficial for the lecturers and the university students of Elementary School Teacher Education in Indonesia in teaching children's literature with multiculturalism.

Novelty/Originality: The novelty of this research/study is to explore a collection of children's poetry books written by elementary school students from the perspective of multiculturalism. The importance of early recognition of the value of multiculturalism in children is used to teach children to respect each other and live in harmony and free from the prejudices of religious discrimination, gender, race, culture, skin color, social class, educational equality, and student diversity.

Keywords: *Children's Literature, Multiculturalism, Children's Poetry, Keragaman Budaya Indonesia, Sehimpun Puisi Resep Membuat Jagat Raya.*

INTRODUCTION

Education is one way to take to foster a spirit of unity behind Indonesia's diversity. Education is also an institution to prepare a new generation in the future. The new generation is expected to be able to live according to the prevailing system, especially to live independently and carry out their role in the future. In detail, the national ideals associated with educational activities have been outlined in the National Education System Law No.20 of 2003 stating that the purpose of national education is to develop the students' potentials to become human beings who believe in and have faith in God Almighty, have good morals, creative, are healthy, capable, knowledgeable, and independent, and become democratic and responsible citizens.

Furthermore, the principle of implementing education has also been clearly described in the National Education System Law, which is stated in article 4, that: 1) Education is carried out in a democratic, fair and non-discriminatory manner by upholding human rights, religious values, cultural values, and national diversity; 2) Education is organized as a systemic unit with an open and multi-meaning system; 3) Education is organized as a process of civilization and empowerment of students that lasts throughout life; 4) Education is conducted by giving an example, building a will, and developing the creativity of students in the learning process; 5) Education is organized by developing the cultures of reading, writing, and counting for all citizens; and 6) Education is carried out by empowering all components of society through participation in the administration and quality control of educational services.

The function of national education, as stated in Chapter II article 3, is to develop capabilities and shape the character and civilization of a dignified nation to educate the nation's life. Besides, the function of education can also be seen in two perspectives. First, at the micro (specific) level, education serves to consciously help develop the physical and spiritual development of students. Second, at the macro (general) level, education serves as a personal, citizen, cultural, and nation development.

Education is one of the most effective media to create generations who have a view that diversity must be appreciated constructively (Naim, Ngainun & Sauqi, 2011). Multicultural education refers to the learning of knowledge, appropriate attitudes, and skills related to respect and appreciation for cultural differences and other differences that include race,

ethnicity, religion, and others Abdullah ([Abdullah, 2009](#)). Multicultural education also includes issues related to socio-economic status, ethnicity, and gender ([Sanrock, 2015](#)).

Education is needed to introduce multiculturalism values which include the diversity of religions, ethnicities, languages, cultures, skin color, gender, social class, educational equality, language, and so on. In instilling the values of diversity, multicultural awareness is needed. Multicultural awareness is awareness based on the values of multiculturalism. Multiculturalism is a concept that a community in the national context can recognize diversity, difference, and cultural pluralism, race, tribes, ethnicity, religion, and so on ([Mahfud, 2011](#)). Multiculturalism includes discussions about social class, gender, ethnicity, race, religion, and disabled people ([Rachmawati, Pai, Yi-Fong & Chen, 2014](#)). Multiculturalism is significant in realizing peace because it necessitates the absence of majority culture and the tyranny of minority culture dominations. All of them grow together and have the same opportunity to achieve collective prosperity. Each culture has the same opportunity to show its existence without discrimination ([Mahfud, 2011](#)).

Multicultural Education gives birth to people who are ready to interact with and respect each other despite their different lives and socioeconomic status from one another ([Maliki, 2010](#)). ([Miftah, 2016](#)) Multicultural education sees humanity broadly, not only racial aspects but also injustice, poverty, oppression, minority backwardness on various sides (social, cultural, economic, and educational). Multicultural education respects differences and teaches tolerance among people to make a part of social community relations. Multicultural education is a concept made to create equal educational opportunities for all Indonesian citizens. One of the goals of multicultural education is to build the construction of students' knowledge, attitudes, and abilities to contribute to a pluralistic democratic society. The construction of knowledge, attitudes, and abilities is needed by students to interact and communicate in a plural society.

Multiculturalism values need to be introduced to students from an early age because they grow and live in a plural country that is Indonesia. Indonesia is a nation whose society is very pluralistic and pluralist. The diversity that exists in Indonesia is a treasure that should be preserved and provides dynamism for Indonesian people. On the other hand, it can be a starting point of disputes and conflicts (both vertical and horizontal) for Indonesian people ([Zakiyuddin, 2015](#)). A nation's pluralism in a horizontal perspective can be seen from differences in religion, ethnicity, regional languages, geography, and culture. Pluralism in a vertical perspective can be seen from differences in levels of education, economy, and socio-culture.

This pluralism phenomenon is like a double-edged knife. One side has a positive impact, a rich cultural diversity. The other side can have a negative impact because if there are no tolerance, mutual respect, and upholding unity in diversity and pluralism, it can trigger conflicts between groups of people which in turn can cause security, social, political, and economic instabilities. ([Miftah, 2016](#)) said that discrimination, conflicts, and socio-religious, political, economic, cultural, and educational crises, increasingly widespread in this country.

In facing cultural pluralism, a new paradigm that is more tolerant and elegant is needed to prevent and solve the problem of cultural clashes, namely the multiculturalism paradigm. This is important to direct students in addressing the reality of diverse societies so that they will have an appreciative attitude towards the diversity of these differences. Multiculturalism is essential and urgent to be implemented in the praxis of education in Indonesia because it can serve as an alternative means of conflict resolution ([Zakiyuddin, 2015](#)). Multicultural education is a way to teach diversity. Multicultural education teaches inclusivism, pluralism, and mutual respect for all people and cultures.

Instilling multicultural education to students from elementary, secondary to tertiary levels aims to teach students to grow in a world free from prejudice against religious, gender, race, skin color, culture, and social class discriminations, and free from suffering due to rejection and exclusion ([Zakiyuddin, 2015](#)). The internalization of the multiculturalism values teaches students to respect one another for the equality of culture, social class, ethnicity, gender, language, religion, race, skin color, pluralism, rights, customs, behavior patterns, education, and tolerance.

LITERATURE REVIEW

[Ratna, \(2005\)](#) Explained that diversity in Indonesia is the reality of a nation consisting of various tribes, races, religions, customs, and patterns of behaviors and habits. Thus, literary works that reflect such diversities are essentially multicultural literary works. Local color literature as part of multicultural literature plays an important role in introducing cultural treasures ([Taufiq, 2017](#)). The development of multicultural perspectives, including through the study of multicultural literature, is one of the forces to shape multicultural attitudes ([Taufiq, 2017](#)). Colby & Lyon, explain that multicultural literature encourages children to identify not only with their own culture but also with others' cultures, thereby promoting the discussion of diversity ([McIver, 2018](#)).

Katz said that multicultural literature describes all types of culture, which includes various races, genders, religions, languages, socioeconomic classes, and ethnicities, and which provides opportunities to open children's minds to lifestyles different from theirs ([McIver, 2018](#)). Canales, Lucido & Salas, stated that multicultural literature engages readers about people from diverse cultural, linguistic, and religious groups ([McIver, 2018](#)). Canales, Lucido & Salas also said that multicultural picture books can be used as a tool to engage children and to offer views of diversity in stories that are filled with characters from other ethnic groups ([McIver, 2018](#)). Taylor mentions that children's books are a

powerful learning tool that helps children understand discrimination (McIver, 2018). The books about multicultural literature can be in the form of fact and fiction stories (Steiner, Nash, & Chase, 2008a).

Based on this fact, the values of multiculturalism should be instilled in students from an early age. The internalization of multiculturalism values can be given through children's literature, one of which is through children's poetry. Children's literature that contains multiculturalism can be in the form of storybooks from various regions, for example, poetry, folklore, fairy tales, and fiction (Mingshui, 2002). (Sarumpaet, 2010) said that children's literature is the literature that can be read by children. (Hasanuddin, 2015) argues that children's literature is a work that is "suitable" to be read, heard, or consumed by children. Children's literature is very close to children's lives and fictional aspects of imagination. (Nurgiyantoro, 2013) said that children's literature is the literature that can be responded to and understood by children emotionally and psychologically. It is generally from concrete facts easy to be imagined. According to (Heru, 2013), children's literature is the literature that, in terms of content and language, is following the level of intellectual and emotional development of children. However, not all literature provides the teachings of multiculturalism. Therefore, it is necessary to recognize the multiculturalism values through children's literature.

(Sudigdo, Slamet, Winarni, & Ekowardani, 2019) The presence of literature for children has a great psychological impact on children's mental health. The experiences of a child from childhood will affect his life and development. Childhood is a period of growth marked by high curiosity. Children tend to be curious about a lot of good things related to themselves, their families, and the environment around them. They can receive all forms of information that are logical and reasonable or not. This makes children often ask both their parents and teachers at school. High curiosity must be responded with an active attitude to provide information and instill positive values expected to the children. Therefore, children's literature can be an appropriate tool for answering this need.

Some important studies on multiculturalism in poetry have been carried out by (1) (Monanti, Bassil, Lilian, Author, & Fredrick, 2014) exploring the contribution of children's oral poetry in the formation of acceptable personalities among children and society and as an effort to reduce the number of children with mangled personalities and by (2) (McIver, 2018) exploring the representation and depiction of multicultural families in children's picture books within kindergarten classroom libraries. The results of this study show that children who interact with current picture books predominantly see Korean faces; (3) (Abdullah, 2009) Multicultural education becomes an important component in early childhood education. This article discusses the problems and challenges of preventing early conflicts over social inequalities and respecting one another in early childhood education; (4) (Kijima, 2005) This article reports a case study about the process experienced by Japanese International students (JIs) in a suburban high school. The study examined the relationship between schooling, multiculturalism, and cultural identity. The major findings of the study were that Jis negotiated new cultural identities in the process of facing difficulties of language, cultural understanding and racism as barriers; (5) (Kamil, 2018) exploring tolerance and intolerance of the diversity of the people of Yogyakarta in the midst of cultural, racial and religious modernity. Referring to various studies conducted, the studies on children's literary multiculturalism have been conducted. However, the study that examines elementary school students' poetry containing multiculturalism has not been done.

OBJECTIVES AND HYPOTHESIS

This study is an interdisciplinary study of children's literature of multiculturalism. The purpose of this research to explore children's poetry books written by elementary school students entitled "*Keragaman Budaya Indonesia*" and "*Sehimpun Puisi. Resep Membuat Jagat Raya*" in the multiculturalism perspective. The two poetry books are written by children and are the result of the imagination of elementary school children. The results of the hypotheses of the researcher indicate that the collection of poems represents the work of children with multiculturalism content. The poetry can be used as a means for the introduction of multiculturalism values to students.

METHODOLOGY

This research is an attempt to explore the content of multiculturalism in the collection of poetry by elementary school students. This research is descriptive qualitative research with a content analysis method. (Klaus, 2004) the content analysis focuses on valid data references of content. This method is used to examine the contents of a document or data source. Sources of research data are poem collection books "*Keragaman Budaya Indonesia*" and "*Sehimpun Puisi. Resep Membuat Jagat Raya*" written by elementary school students. The use of the books is based on the results of the hypothesis of the researcher that the two poem collection books represent the works of elementary school students with multiculturalism content. Data sources are explained in the following table.

Table 1: Poetries data

No	The Book Title	Publication Year	Publisher
1	<i>Keragaman Budaya Indonesia</i>	2019	Pataba Press
2	<i>Sehimpun Puisi. Resep Membuat Jagat Raya</i>	2018	Karabarita

In more detail, table 1: data poetries will be described in table 2: data and data sources below.

Table 2: Data and data sources

No	The Student's Name	School	The Poetries Title	Multiculturalism Values	Source
1	Meita Ciben Rubiyanisa	Sekolah Dasar Negeri Margomulyo, Yogyakarta	My Cultural Diversity	Cultural diversity	(Rubiyanisa, 2019)
2	Abinaya Ghina Jamela	Sekolah Dasar Negeri Gondolayu, Yogyakarta	Tempeh	Social class equality	(Jamela, 2018)
3	Abi	Sekolah Dasar Negeri Kotagede 1, Yogyakarta	Ethnics	Respect for ethnic diversity	(Abi, 2019)
4	Abinaya Ghina Jamela	Sekolah Dasar Negeri Gondolayu, Yogyakarta	The Story of a Woman	Gender equality	(Jamela, 2018)
5	Chicanti Putri Yuniarahma	Sekolah Dasar Negeri Mendungan 2 Yogyakarta	My Indonesia	Respect for language diversity	(Yuniarahma, 2019)
6	FiraS etyawati	Sekolah Dasar Negeri Kotagede 4 Yogyakarta	Religion	Respect for religious diversity	(Setyawati, 2019)
7	Lulu Munakumala	Sekolah Dasar Negeri Jomblangan Yogyakarta	Ethnic Difference	Respect for racial diversity	(Munakumala, 2019)
8	M. Yuma Brilliant	Sekolah Dasar Islam Internasional Al Abidin Surakarta	Black and White	Respect for skin color diversity	(Briliant, 2019)
9	Rafi	Sekolah Dasar Negeri Jomblangan Yogyakarta	Love and Respect Each Other	Pluralisms	(Rafi, 2019)
10	Abinaya Ghina Jamela	Sekolah Dasar Negeri Gondolayu, Yogyakarta	Slave	Espect for equality of rights	(Jamela, 2018)
11	Abinaya Ghina Jamela	Sekolah Dasar Negeri Gondolayu, Yogyakarta	Papua	Respect for the diversity of customs	(Jamela, 2018)
12	Abinaya Ghina Jamela	Sekolah Dasar Negeri Gondolayu, Yogyakarta	Hero	Pattern of behavior	(Jamela, 2018)
13	Abinaya Ghina Jamela	Sekolah Dasar Negeri Gondolayu, Yogyakarta	The Story of A Woman	Educational equality	(Jamela, 2018)
14	Icha Amelia	Sekolah Dasar Negeri Kotagede 1 Yogyakarta	Multicultural	Tolerance	(Amelia, 2019)

The research data in the form of words, phrases, diction/word choice, and sentences that contain multiculturalism values. The document analysis stage starts from the document reading and recording to document analysis. The document analysis aims to determine the multiculturalism content in poetry. The data analysis techniques used in this study are interactive analysis techniques including data reduction, data presentation, and conclusion/verification that occur simultaneously ([Miles, 2009](#)).

DISCUSSION / ANALYSIS

Based on the results of the analysis of the collections of poetries “*Keragaman Budaya Indonesia*” and “*Sehimpun Puisi. Resep Membuat Jagat Raya*” by elementary school students. At the discussion stage, the fourteen contents of the multiculturalism values in the poetry are elaborated. The fourteen multiculturalism contents include mutual respect for cultural diversity, social class diversity, ethnic diversity, gender diversity, language diversity, religious diversity, racial diversity, skin color diversity, pluralism, equality of rights, diversity of customs, behavior pattern diversity, educational equality, and tolerance. The multiculturalism indicators were obtained based on the opinions of the experts which were then compiled into a multiculturalism indicator construction. A complete description of the multiculturalism values can be seen in the of the excerpts of the poetry as follows.

1. Respect for Cultural Diversity

My Cultural Diversity

Indonesia has a lot of diversity

One of them is cultural diversity

There are many types of culture

One of them is the local dance

Bhedaya dance is the name of a dance in my place



Bhedaya dance is very popular in my place

There is also *Golek Menak* dance

Bhedaya and *Golek Menak* dances are from my place

Writer: Meita Ciben Rubiyanisa ([Rubiyanisa, 2019](#))

Based on the poetry, Meita, a fourth-grade student, has understood about the diversity of cultures that exist in Indonesia indicated by the excerpt "*Indonesia has a lot of diversity. One of them is cultural diversity*". Meita mentions cultural diversity, one of which is the diversity of dances found in her area, namely *Bhedoyo* and *Golek Menak* dances. The excerpt is "*There are many types of culture. One of them is the local dance. Bhedoyo and Golek Menak dances are from my place*". ([Steiner, Nash, & Chase, 2008](#)) multicultural literature is an effective medium for teaching and introducing cultural diversity to students. Multicultural literature also teaches not to discriminate individuals anywhere who have racial, gender, religious, ethnic, and other differences. By using multicultural literature media, students from various cultural backgrounds can understand and see themselves and others through literature.

2. Respect for Social Class Equality

Tempoh

Tempoh is from Yogyakarta

and made from soybeans

I like tempoh

Tempoh is white like a cloud

In the past, people didn't eat fish

Neither they ate meat

They only eat tempoh

People were colonized by the Dutch

And they were poor and forced to work

And they had no time

For fishing and hunting

They only ate leftover soybeans

Filled with soft molds like snow

Tempoh is the same as timpoh

But not milk nor books

Tempoh is delicious

I'm the queen of tempoh

Every mother cooks tempoh

I love to steal it

Writer: Abinaya Ghina Jamela ([Jamela, 2018](#))

The multiculturalism value contained in the poetry is the absence of social class equality, that is, the poor are colonized and forced to work. Abinaya says that in the past people did not eat fish and meat, but tempoh. Poor people have been colonized by the Dutch. Poor people were forced to work and had no time to fish and hunt for their daily needs. They only ate moldy leftover soybeans. Abinaya, a seven-year-old child, has understood the meaning of multiculturalism, namely the need for equality in the socio-economic class.

3. Respect for Ethnic Diversity

Ethnic

We must respect between ethnic groups

Despite different religions, we must not insult

Indonesia has 17,500 and 1,000 languages

We must unite with each other



Indonesia must unite and respect each other

Not hostile to avoid a fight

Must unite, unite from now on

Must be united

Writer: Abi ([Abi, 2019](#))

The content of multiculturalism in the poetry is mutual respect between ethnic groups and must not insult religious differences. Abi, a fourth-grade student, has understood to live in mutual respect. It is seen from the excerpt is "*We must respect between ethnic groups. Despite different religions, we must not insult. We must unite with each other.*" Abi says that fellow Indonesian citizens must unite and respect each other, not be hostile and fight. The excerpt is "*Indonesia must unite and respect each other not hostile to avoid a fight.*" Based on the verses of the poem, Abi, fifth-grade elementary school student, has understood about multiculturalism. The explanation about the quote was strengthened by Arslan, who stated that multicultural education teaches the students to be able to respect each other towards diversity and be able to collaborate without seeing to the ethnic and cultural backgrounds ([Arslan, 2013](#)).

4. Respect for Gender Equality

The Story of a Woman

Once, women could not read, write nor study

They only washed, swept, mopped, cooked, and gardened.

They were like servants, like lionesses.

Then, born a baby girl named Johana

She was smarter than her father, smarter than all men.

Despite being a woman, she continued to study with her brother, Mathew

Johana was very smart like Einstein.

She and her mother liked to talk about gods, but her father, a priest,

didn't like it and threw Johana into her bed,

tortured her mother.

Mathew protected Johana like a male penguin protecting his family.

But, Mathew was sick, coughing like a truck.

Mathew died.

Johana was sad.

Johana received a gift book in Greek,

a famous Hommer book

Her father tried to read,

but did not understand Angrily,

her father made Johana scrape all the

letters as clean as the sky after the rain

Johana fought back

She was punished, whipped by her father.

Writer: Abinaya Ghina Jamela ([Jamela, 2018](#))

The poetry excerpt above explains the gender gap. Abinaya, a little girl as a poet who is only 7 years old, knows about discrimination experienced by women. Women in the past did not have the freedom to get an education. They should not read, write, and study. The position of women at that time was lower than that of men. They only did the washing, sweeping, mopping, cooking, and gardening like servants. Women often got torture and punishment from men. The explanation of the excerpt was confirmed by Arslan, who stated that multicultural education views that all students have the same position and equal opportunity in obtaining education without any regardless of their social class, race, ethnicity, religion, or gender characteristics ([Arslan, 2013](#)).



5. Respect for Language Diversity

My Indonesia

Various religions

Various customs

Various tribes

Diverse languages

My Indonesia ...

The beauty of the

diversity of my country

The differences unite us

Difference doesn't

make a fight

...

Writer: Chicanti Putri Yuniarahma ([Yuniarahma, 2019](#))

The excerpt in the poetry shows that Indonesia already has a diversity of religions, customs, ethnicities, and languages. Chicanti mentions that diversity is a beauty that exists in her country. These differences can unite Indonesia. Based on the excerpt, Chicanti does not mention each of the diversity of languages that exist in Indonesia. Thus, the introduction of a variety of languages in Indonesia needs to be given.

6. Respect for Religious Diversity

Religion

Islam, Buddhism, Hinduism, Christianity, Confucianism,
and catholicism

They are all religion names

Different from each other

Believe in their faith

Different worship

Different rules

We are different

Different in every religion

But we are one

Our tolerance is united

United to be strong

United to be Indonesia

Writer: Fira Setyawati ([Setyawati, 2019](#))

The multiculturalism value contained in the poetry is the diversity of religions found in Indonesia. The diversity of religions found in Indonesia is Islam, Buddhism, Hinduism, Christianity, Confucianism, and Catholicism. Fira says that despite its diversity of religions, Indonesia must remain united and respect each other. Every religion has its worship procedures and rules. Fira also says to tolerate each other among religious believers and live together as Indonesian citizens.

7. Respect for Racial Diversity

Ethnic Difference

Is it that hard to acknowledge differences?

Is it that hard to respect differences?



Even though we have different tribes and
races, we still get along well
A falling leaf, we must respect each other
After the sprinkled sand, we must get
along well together
As fellow human beings, we must maintain unity and
the integrity of Indonesian tribes

Writer: Lulu Munakumala ([Munakumala, 2019](#))

The values of multiculturalism in the poetry are mutual respect and mutual recognition of racial and ethnic differences. Lulu Munakumala, a fourth-grade student, has understood the meaning of multiculturalism that Indonesia is a diverse country. She invites to recognize the existence of ethnic and racial differences and to respect each other's differences. Lulu also teaches us to live in harmony despite different tribes and races. The excerpt is *"Is it that hard to acknowledge differences? Is it that hard to respect differences? Even though we have different tribes and races, we still get along well."* Lulu also says that fellow human beings must maintain the unity and integrity of Indonesia. The excerpt is *"As fellow human beings, we must maintain the unity and integrity of Indonesian tribes."*

8. Respect for Skin Color Diversity

Black and White

Hi, friends
Do you know black and white?
Color?
Yes, friends ... it's color
Skin color,
Our skin colors are different, friends
Sorry ... You're black
Because you're from Papua
And me?
I'm a bit whiter than you
Because I'm from Java
You and Me
Black and white
Papua and Java
But we respect each other
We are friends
And we are brothers
We are Indonesia

Writer: M. Yuma Brilliant ([Briliant, 2019](#))

The poetry is full of multiculturalism values found in the verses. M. Yuma Brilliant, a second-grade student, has understood the diversity of skin colors in Indonesia. He mentions the difference between Black and White skin colors. Black is from Papua and white from Java. He also understands to respect each other even though there are differences in skin color. It is seen in the third verse in the word "sorry" that is *"Sorry ... You're black Because you're from Papua. And me? I'm a bit whiter than you because I'm from Java."* M. Yuma Brilliant also understands mutual respect. The excerpt is found in the fourth verse *"But we respect each other. We are friends. And we are brothers. We are Indonesia."*

9. Respect for Pluralism

Love and Respect Each Other

I and my friends respect each other



Even though my friends are from different religions
They still respect each other
My friends help each other
They help each other when in trouble
When I worship, they respect
When they worship, I respect
I love them very much for helping me
They also love me for helping them
I am very happy
because they help me

Writer: Rafi ([Rafi, 2019](#))

The value of multiculturalism contained in the poetry is pluralism that is mutual respect and tolerance. Through his poetry, Rafi says that he and his friends respect each other despite different religions. They help each other when in trouble. When they worship, they respect and value one another. "*When I worship, they respect. When they worship, I respect.*" Their friendship is full of tolerance and pluralism. They love and help each other. Based on the poem, it shows that Rafi as a fourth-grade student has understood the meaning of multiculturalism, namely mutual respect and tolerance for diversity or plurality.

10. Respect for Equality of Rights

Slave

In America, there is a slave
Chained, beaten, punished,
Not given food.
They persistently work,
and some slaves were released.
Sometimes there is a slave not released
and the governor was a European.
And the black man is a slave.
Those who are lazy to work will
be whipped.
....
But isn't that
allowed, to be a slave?

Writer: Abinaya Ghina Jamela ([Jamela, 2018](#))

Based on the poetry excerpt, Abinaya conveys that there are no equal rights experienced by slaves. Abinaya explains that in America there is a slave who is chained, beaten, punished, and not given food. Slaves are oppressed and do not have the same equality of rights as the people above them. Slaves do not have freedom. They are constantly forced to work and whipped if they are lazy to work. The slaves are black people and the white people above them are Europeans. Abinaya, a seven-year-old child, has understood the meaning of multiculturalism, which is about equality of rights that all people have the same rights and must not make someone a slave.

11. Respect for the Diversity of Customs

Papua

It is as hot in Papua like my hand is holding the sun.
But it rains a lot
there. Papuans don't wear pants, skirts nor clothes.



Women wear dried leaves tied up
and men wear dried
and seeded fruit, called Koteka.
If you are sick in Papua, it is difficult to find a doctor.
They go to a shaman and take herbal medicine from the forest.
Papua's forests are hideous.
Many trees, plants, animals, and they have a bird of paradise in Papua.
There are also kangaroos, but they are different.
They are small and colorful.
Houses in Papua are also small, the roof is made of leaves,
the walls are made of rattan, and their floors are the earth with no windows.
They like to dance and sing while playing drums.

Writer: Abinaya Ghina Jamela([Jamela, 2018](#))

The poetry above illustrates that Abinaya Ghina Jamela can imagine the conditions in Papua. Abinaya tells that in Papua it is very hot like holding the sun, it rains a lot there. Abinaya says that women in Papua use dried leaves filled as their clothes and men in Papua use seeded and dried fruits, called Koteka. Koteka is a male genital closure in Papua. Abinaya also conveys the tradition in Papua, which is when one is sick in Papua, it is difficult to find a doctor. He goes to a shaman and takes medicine made from plants obtained from the forest. The forests in Papua are scary and have lots of trees, plants, and birds of paradise. Abinaya conveys the form of houses in Papua is small. The roof is made of leaves, the walls are made of rattan, the house does not have windows and the roof is the earth. Papuans also have a tradition of dancing and singing while playing drums.

12. Respect for Pattern of Behavior

Hero

There's a man named Mimo
He always takes me anywhere.
His stomach is fat like a ball, very adorable.
His voice soft like my favorite T-shirt
and her arms are warm like the water
I drink when I cough.
He likes to invite me to jump like a rabbit
and frog until my mother shouts
like the sound of a frog.
He taught me to paint,
write poetry, swim, read, discuss,
and punch kids that disturb me.
When I'm sick, he takes care of me
like a prince.
I like the story
about Naya's library and monsters.
He's my cool superhero
and we will go to Paris.

Writer: Abinaya Ghina Jamela([Jamela, 2018](#))



Abinaya says that she already has a very good boyfriend. His name is Mimo. Mimo has a very good behavior pattern. Mimo always accompanies Abinaya anywhere. Mimo's voice is very gentle and friendly. Mimo taught Abinaya to jump like a rabbit and a frog. Mimo also taught Abinaya to paint, write poetry, swim, read, discuss, and punch the children that disturb him. When Abinaya is sick, Mimo takes care of her. Abinaya often listens to stories from Momo. The story she likes is Naya's library and monsters. Abinaya takes Mimo as her superhero and they will go to Paris.

13. Respect for Educational Equality

The Story of a Woman

Once, women could not read, write nor study

They only washed, swept, mopped, cooked, and gardened.

They were like servants, like lionesses.

Then, born a baby girl named Johana

She was smarter than her father, smarter than all men.

Despite being a woman, she continued to study with her brother, Mathew

Johana was very smart like Einstein.

She and her mother liked to talk about gods, but her father, a priest,

didn't like it and threw Johana into her bed,

tortured her mother.

Mathew protected Johana like a male penguin protecting his family.

But, Mathew was sick, coughing like a truck.

Mathew died.

Johana was sad.

Johana received a gift book in Greek,

a famous Hommer book

Her father tried to read,

but did not understand Angrily,

her father made Johana scrape all the

letters as clean as the sky after the rain

Johana fought back

She was punished, whipped by her father.

Writer: Abinaya Ghina Jamela ([Jamela, 2018](#))

Through poetry, Abinaya explains that there was no educational equality between women and men. At that time, women were not allowed to read, write, and study. Abinaya tells the story of Johana, a girl. She is smarter than her father and all men. Despite a woman, Johana always studies with her brother named Mathew. Johana was very smart like Einstein. Johana and her mother were often tortured by their father. Mathew always protected Johana. However, Mathew finally died sick. Johana received a gift book in Greek, a Hommer book. Her father tried to read but did not understand. His father told Johana to ruin the writing in the book because he could not understand it. When Johana fought back, Johana was punished and whipped by her father.

14. Tolerance

Multicultural

Even though we have different tribes and customs

But we still respect other tribes

With different cultures and religions

As the people of Indonesia

We must not be enemies



Despite different religions
We tolerate each other
Different religions such as Islam,
Christianity, Confucianism, Catholicism,
Buddhism, and Hinduism
We still live in harmony and peace
There is no hostility

Writer: Icha Amelia ([Amelia, 2019](#))

The content of multiculturalism in poetry is tolerance and mutual respect. Icha, through her poetry, conveys mutual respect despite different tribes, customs, cultures, and religions. Icha also says that as Indonesian people, they should not be enemies. The religions in Indonesia are Islam, Christianity, Confucianism, Catholicism, Buddhism, and Hinduism. Despite different religions, fellow Indonesian people must tolerate one another, live in harmony and peace, and avoid hostility. The statement is supported by Miftah who states that by understanding the values of multiculturalism and applying them based on ideology, it is expected to make the community less fanatical in addressing differences, reducing intercultural conflicts, embodying tolerance, and showing mutual respect in understanding differences ([Miftah, 2016](#)).

CONCLUSION

Literature containing multiculturalism can be used to introduce and teach students to show respect for differences in culture, ethnicity, religion, social class, educational equality, skin color, gender equality, tolerance, and pluralism. Based on the results of the analysis of the multiculturalism content in the poetry "*Keragaman Budaya Indonesia*" and "*Sehimpun Puisi. Resep Membuat Jagat Raya*" by elementary school students, The poetry was written by the students has contained fourteen values of multiculturalism including mutual respect for the equality of culture, social class, ethnicity, gender, language, religion, race, skin color, pluralism, rights, customs, behavior patterns, education, and tolerance. Based on this, it shows that elementary school students have understood the values of multiculturalism that can be shown in the poetry written. The internalization of multiculturalism values must be given to students from an early age so that they can grow into individuals who can respect each other, respect and tolerate differences and live in harmony. The teacher should teach the students to be free from the prejudices of discriminations of religions, gender, social class, skin color, and so on. The multiculturalism values can be instilled through children's multiculturalism literature, one of which is through children's poetry containing multiculturalism.

The results of this study can be used to determine the multicultural content contained in children's poetry. Besides, the results of this study can also be used to instill the values of multiculturalism in children and can be used to teach writing poetry containing multiculturalism in elementary school children

The authors believe that it is important to instill the value of multiculturalism early in elementary school children. Multiculturalism is introduced to teach students to respect and live harmoniously and be free from prejudice to discrimination of religion, gender, race, culture, skin color, social class, educational equality, and diversity. The cultivation of the value of multiculturalism can be done through children's literature through poetry and children's prose. Therefore, there is a need for further research on children's literary multiculturalism.

LIMITATION AND STUDY FORWARD

The limitation of this research is that it only discusses explanations from the perspective of multiculturalism in children's poetry by elementary school students in a collection of poems entitled "*Keragaman Budaya Indonesia*" and "*Sehimpun Puisi. Resep Membuat Jagat Raya*". The findings of this research are expected to be used as a reference for conducting further research on children's poetry containing multiculturalism to add to the scientific treasures in the field of Indonesian Language and Children's Literature.

ACKNOWLEDGMENT

The researcher would like to thank LPDP BUDIDN as the research sponsor. Thanks to the rector of Sarjanawiyata Tamansiswa University, Yogyakarta, who has permitted for the research to continue his doctoral study. Also, thanks to the promoter, co-promoter 1, and co-promoter 2 who have guided in conducting this study.

AUTHORS CONTRIBUTION

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He is a doctoral student of the Indonesian Language program at Sebelas Maret University in Surakarta, Indonesia, and a lecturer at Sarjanawiyata Tamansiswa University Yogyakarta, Indonesia. In this research, his role was collecting the data on multiculturalism poetry written by elementary school students and analyzing the multiculturalism values therein.

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He is a professor at Sebelas Maret University in Surakarta, Indonesia as well as the promoter. His role was guiding in collecting the data on multiculturalism poetry.

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