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## THE VALUE OF MULTICULTURAL EDUCATION AND TOLERANCE IN INDONESIAN HISTORY LEARNING TEXTBOOKS FOR SENIOR HIGH SCHOOL

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### Abstract

This study aimed to find out how the presentation of Indonesian history learning textbooks published by Erlangga, Grafindo, and Kemendikbud presented Multicultural and Tolerance texts. This study used a qualitative research method with a library research approach. The primary data source used in this research is Indonesian history textbooks published by Erlangga, Grafindo, and Kemendikbud. The data collection technique used in this study was documentation techniques, and data analysis was carried out using content analysis. This study uses a qualitative technique with the content analysis method of texts relating to multiculturalism and tolerance in books. The results of this study indicate that the three textbooks for students and teachers of Indonesian history for class X in DKI Jakarta present multicultural and tolerant texts on the lives of Indonesian ancestors and are emphasized as the main capital of Indonesian society to progress.

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### Keywords

Erlangga, Grafindo, Multiculturalism, Textbooks



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## INTRODUCTION

Jakarta is the capital city of the country which describes the "mini version of Indonesia" which is there is a diversity of cultures, tribes, ethnicities, to religions (Rosanah, 2020). The diversity in Jakarta is described by Lance Castel in the phrase "in Jakarta, God is making Indonesians," the expression refers to Jakarta as a melting pot even since Jakarta is known as Batavia, this city has been dubbed a Multi-Ethnic city. Ethnic identity began to fade into Jakarta Identity, and people no longer interact based on ethnic origin but on Social, Economic Interests, and Geographical Proximity (Castles, 2017).

The diversity that occurs in Jakarta should encourage people to become a Plural Society and Multicultural City, namely a society that is synonymous with polite, friendly, and gentle with all the ease of access to life ironically turns into a temperamental society that easily commits acts of violence and leads to social conflicts (Anonim, 2011), this is motivated by the vulnerability of community reactions to existing differences. Conflicts that occur in the community today are very varied, ranging from brawls between residents motivated by racial issues, social inequality, conflicts in educational institutions, conflicts in community organizations, land disputes, and access to political conflicts (Sumartias & Rahmat, 2013).

Various types of conflicts that occur due to the vulnerability of community reactions to the above differences will be focused on conflicts that occur within educational institutions, which are the main bridge for individuals to reach the stage of physical and psychological maturity so that they can survive in community life (Puspita, 2018). Problematics that occur in the world of education today are dominated by various intolerant behaviors and even lead to violence, both physical and verbal. This case of intolerance in the world of education is dominated by problems motivated by differences in religion, race, level of intelligence, physical form, to feelings of superiority compared to other individuals (seniority). This can be done by the entire school community, students, teachers, and other stakeholders and can occur in state schools and private schools, both during school hours and outside school hours (Yuliani, 2019).

One example of religious intolerance that occurred in educational institutions was the incident that occurred in Padang in 2021, namely problems regarding the mandatory use of hijab for all female students even though they are not Muslim (Rusnaini et al., 2021). Then bullying behaviors that are rife in the world of education, analyzed by Seto Mulyadi, a psychologist, are motivated by the Culture of Feudalism, which leads to the emergence of a culture of seniority (Yuliani, 2019). One

example of bullying that occurs due to the culture of seniority can be seen in the case that happened to grade X students of SMA 90 Jakarta who received violence because they were considered disobedient to seniors (Wirakusuma, 2008).

The two phenomena above are a few examples of problems that occur in educational institutions. The resolution of the above cases is certainly carried out jointly by the Government as policyholders, schools, and parents. For example, the case of religious intolerance that occurred in Padang was immediately resolved by the minister of Education, Nadiem A Makariem, who asked all parties involved to receive strict sanctions (Adikara, 2021). Meanwhile, bullying cases motivated by a culture of seniority and lack of respect for differences are still found to this day. This is certainly contrary to the function of Education, which is expected to have an impact on the development of human potential in the dimensions of diversity, morality, individuality, society, and culture that exist as a whole (Sujana, 2019).

The lack of maximality in the world of education in forming individuals who are ready to live in these diverse dimensions of life needs to be corrected, one of which is through Multicultural Education. According to Tilaar (2004), There are three principles of Multicultural Education, namely: 1. Multicultural Education is directed at the knowledge of human equality (equity Pedagogy), 2. Multicultural Education is a means of forming Indonesian people who are intelligent, master science and in accordance with Indonesian personality, 3. Globalization is a challenge that must be sorted out, its good and bad values. The three principles above are certainly an effective strategy to minimize the phenomenon of intolerance that occurs in the world of Education and to maximize the role of Multicultural Education, known as learning.

Learning is a process of interaction that is established between students and learning resources that are usually delivered by teachers. One of the lessons that play an important role in providing education about Multicultural Education and Tolerance is History Learning. The purpose of history learning is the formation of the nation's character and internalizing the nation's noble values to students so that in the History Curriculum, the Multicultural approach and the value of Tolerance can be reflected in the presence of an attitude of national spirit based on "Bhineka Tunggal Ika" (Lionar & Mulyana, 2019).

History learning, as a subject that has the responsibility of passing on culture and noble values (Suriyanto, 2012), must be supported by maximum learning resources. The learning resources referred to here are textbooks. Textbooks are an instructional medium that has a dominant role in

the classroom and is an important tool in the delivery of curriculum material. According to Permendikbud Number 8 of 2016, textbooks have the understanding as the main learning source to achieve basic competencies and core competencies and are declared feasible by the Ministry of Education and Culture for use in educational units. Therefore, in the world of education, Textbooks not only act as teaching resources that provide learning materials but also as a syllabus (Mudzakir AS, 2009).

Strong attachment between the world of Education and the cultivation of multicultural values and tolerance in historical learning as a foundation that can be used to instill an attitude of tolerance in realizing the unity of a plural society. As revealed by Rulianto and Febri Hartono (Rulianto, 2019), History learning acts as character building because it refers to the scope of learning, which contains heroic, exemplary, and nationalist values and, most importantly the material content leads to the formation of consciousness and unity and brotherhood to prevent disintegration. Another opinion was expressed by Abdul Rohman and Yenni Eria (2018), with the results stating that the cultivation of Multicultural Education from an early age and correctly will produce young people in the era of Industry 4.0 who are creative, innovative, character, and integrity, and able to uphold the value of tolerance in accordance with the national identity of the Indonesian nation (Ningsih & Rohman, 2018).

The concept of tolerance as an important thing in creating national unity was also expressed by Ridwan Effendi et al. (2021), which resulted in the concept that Tolerance is the main key to the Indonesian nation creating unity of diversity. Tolerance also provides opportunities for differences, and to maintain this can be found in Multicultural Educationtoleransi (Ridwan Effendi et al., 2021). This opinion is reinforced by the results of research conducted by Uun Lionar and Agus Mulyana (2019) with the result that Multicultural Education in Indonesia is implemented to find the ideal form of educational practice that prioritizes ethnic diversity. Through historical education, the practice of Multicultural education can be done through the presentation of content or material from past events that are full of diversity (Lionar & Mulyana, 2019). The latest research conducted by Purwati, Dede Darisman, and Aiman Faiz (2022), with the results of heterogeneous community conditions, can be viewed through two different sides, First as the wealth of the nation, Second as a trigger for the emergence of conflict divisions in society, to prevent this, the value of tolerance needs to be maintained and instilled from an early age, one of the efforts that can be made to prioritize the

values of togetherness is through subjects in schools such as Pancasila and PKN, Ethics, Religious Education and History Studies (Purwati et al., 2022).

Reviewing previous research relevant to the discussion of this article, the cultivation of Multicultural values and Tolerance for students in the context of the world of Education is limited to application in the school environment and the syllabus used, not yet referring to the main learning source, namely textbooks. Therefore, this research will focus on content analysis in textbooks used by students as instructional media with a very dominant role in the learning process (Mudzakir AS, 2009). The textbooks used are textbooks published by three different publishers, namely Erlangga, Grafindo, and the Kemendikbud.

Based on the background that has been described, the researcher wants to study more deeply the value of Multicultural Education and Tolerance contained in class X history learning textbooks in Jakarta. Related to this, this study has a problem formulation, namely "What is the Role of Class X High School History Learning Textbooks as the main teaching source in integrating Multicultural Values and Tolerance?" while the main purpose of this study is to Analyse the content of grade X high school history learning textbooks that contain Multicultural Education and Tolerance Values. An understanding of the concept of Multicultural and Tolerance must be possessed by students in order to form the character of mutual cooperation and mutual respect in the life of diverse Indonesian society to create a harmonious life and minimize the emergence of social conflicts and racial dichotomies in the academic and non-academic lives of students.

## **METHOD**

This research is Qualitative with an emphasis on Content Analysis which aims to understand the themes or categories contained in the message, both text, transcript, and narrative (Subandi, 2006). This study is intended to analyze the value of Multicultural Education and Tolerance in this History Learning textbook using data sources derived from History Learning Textbooks published by three different publishers, namely Erlangga, Grafindo, and the Kemendikbud. The book is used as a primary data source because it is a learning textbook that is used as the main teaching material for class X High School History Learning in Jakarta. The data in this study is the result of analysis of text quotations containing the meaning of tolerance which is the foundation of unity for a nation that has cultural, racial, ethnic, and religious diversity.

Data collection techniques in this study were carried out with documentation techniques that collected written data and images presented in the three textbooks that had been selected in accordance with the research focus, namely Multicultural Education and tolerance, as well as texts that indirectly describe Multicultural Education such as Responsibility, Unity and Mutual Assistance, as well as texts that describe attitudes of tolerance such as Respect and Respect for Differences. At the same time, data analysis in this study uses content analysis or content analysis, which is focused on deepening the categories or large themes of discussion that have been obtained in the data collection process that has been carried out by reading carefully each sheet of material presented in the three textbooks. Then conclusions were drawn from the results of the analysis that had been carried out by adding the author's opinion to the text Multicultural and Tolerance.

The testing technique used in checking the validity of this data is the source triangulation technique. Triangulation itself is a data analysis approach that combines data from various sources, so this technique does not aim to find the truth but increases the researcher's understanding of the data and facts he has (Bachri, 2010). The data that has been obtained from the analysis of one textbook is supported by other textbooks that are both used in learning history grade x high school in Jakarta. The results of measuring the analysis of the three textbooks are processed in the form of data sheets (coding sheets), then interpreted and grouped based on the category of Multicultural Education and Tolerance Values.

## **FINDINGS AND DISCUSSION**

### **Findings**

#### **Multicultural Education in Class X History Learning Textbooks**

The results or findings obtained from the analysis of the History Learning textbooks published by Erlangga, Grafindo, and the Ministry of Education and Culture, found texts that lead to the concept of Multicultural Education, namely a learning concept that helps students understand life in a complex way and avoid narrow understandings of race, religion, ethnicity, language, and culture. This understanding is expected to be able to give birth to an attitude of Respect, Respect, Mutual Cooperation, and a sense of Unity and Unity (Adhani, 2014).

1. Erlangga Publisher History Learning Textbook

The findings of texts that lead to multicultural education contained in the textbook History Learning Publisher Erlangga written by Ratna Hapsari and M. Adil in 2017 (Ratna Hapsari, 2017)

found as many as five texts. The text of Multicultural Education is reflected in human behavior as creatures who live in society, and unity is the basis of a future struggle, respect for existing diversity, and national identity as a generous nation. The findings are described in the following table.

**Table 1.** Analysis of Multicultural Education Texts  
in History Learning Textbooks Erlangga Publisher

No.	Publisher	Analysis	Page
1.	Erlangga	Humans are zoon politicon or Homo Socius, meaning that humans are social beings and cannot live alone because they have to interact with other humans.	8
2.		Unity is not only needed by movement groups but also for young people who must follow the call for unity and nationality, which will be the basis for the struggle for the future.	18
3.		Appreciation for diversity in terms of ethnicity, race, and religion, respect for our identity as a great nation, and so on.	22
4.		Since ancient times, the people of the archipelago have been known to be very generous.	78
5.		Since ancient times, humans are social creatures and cannot live without other people.	125

Source: Sejarah Indonesia Kelas X, Erlangga : 2017

## 2. History Learning Textbook of Grafindo Publisher

Findings regarding the concept of Multicultural Education in the History Learning Textbook of Grafindo Publisher written by Nana Supriatna in 2014 (Supriatna, 2014) found as many as five texts. The concept of Multicultural Education in this book is reflected in the behavior of togetherness and harmony in community life. The process of migration and mixing between communities has a positive impact, mutual assistance in society is indispensable in facing natural challenges, and unity and unity are valuable models for the progress of a nation. These findings are outlined in the following table:

**Table 2.** Analysis of Multicultural Education Texts  
in History Learning Textbooks Grafindo Publisher

No.	Publisher	Analysis	Page
1.	Grafindo	Togetherness and harmony in the life of the pre-literate community can also be seen in major works, such as building houses, caves, and rice fields.	51
2.		The process of migration and mixing of nations has made Indonesian finally familiar with advanced	91

	technology that did not exist in Indonesian society before.	
3.	Mutual cooperation developed in a pre-literate society, especially when facing natural challenges. When they clear the scrub forest for fields and paddy fields, cooperation between members of the communal group is very much needed.	92
4.	Aspects of the social life of the Tarumanegara community are centered on agricultural activities in the villages and efforts to clear forests and make residential areas carried out by mutual cooperation.	108
5.	Unity and oneness is a valuable capital for the progress of a nation.	130

Source: Sejarah Indonesia Kelas X, Grafindo : 2014

### 3. History Learning Textbook of the Ministry of Education and Culture Publisher

The concept of Multicultural Education in a history learning textbook published by the Ministry of Education and Culture written by Amurwani Dwi L, Restu Gunawan, Sardiman AM, et al. in 2016 (Amurwani Dwi L, Restu Gunawan, Sardiman AM, Mestika Zed, Wahidin Purba, Wasino, 2016), found as many as two texts that lead to the concept of Multicultural Education. The concept of Multicultural Education in this book is described in the lifestyle of the people of Purba to Nusantara, which makes gotong royong a culture that must be continuously developed. These findings are outlined in the following table:

**Table 3.** Analysis of Multicultural Education Texts in History Learning Textbooks of the Ministry of Education and Culture Publisher

No.	Publisher	Analysis	Page
1.	Kemendikbud	Community life by working together began to be developed.	58
2.		In the past, the nature of gotong royong was not only seen in constructing megalithic buildings but also in the construction of houses, harvest thanksgiving ceremonies, and funeral ceremonies. Whatever its form, the collective experience of pre-literate humans is the taproot of Nusantara culture, which can certainly strengthen Modern Indonesian culture.	67

Source: Sejarah Indonesia Kelas X, Kemendikbud: 2016

### The Value of Tolerance in Class X History Learning Textbooks

Based on the United Nations Educational, Scientific and Cultural Organization (UNESCO), Tolerance is defined as mutual respect, mutual acceptance and respect for cultural diversity, and freedom of expression of each individual. These traits and attitudes need to be raised in a plural

society so as to create a fair environment and uphold the principle of human equality (Purwati et al., 2022). In the analysis conducted on the History Learning textbook published by Erlangga, Grafindo, and the Ministry of Education and Culture, many tolerance values were raised as teaching resources for students.

1. Erlangga publisher's history learning textbook

The analysis conducted on this textbook resulted in findings in the form of 3 texts that lead to attitudes of tolerance, in the book published by Erlangga refers to tolerance as a moral behavior that becomes the identity of the nation's personality and is needed today to avoid social conflicts in a plural society. The findings in this textbook are outlined in the following table:

**Table 4.** Text Analysis The Value of Tolerance  
in History Learning Textbooks Publisher Erlangga

No.	Publisher	Analysis	Page
1.	Erlangga	Of course, this is inseparable from good moral and political behavior, such as sincerity, honesty, willingness to sacrifice, perseverance, cooperation, tenacity, the spirit of patriotism, discipline, never giving up, and respect for differences and diversity.	21
2.		What our ancestors left behind has shaped our personality identity. So, it is appropriate for us to respect our own culture.	125
3.		Mutual respect is urgently needed at this time to avoid social conflicts that threaten the integrity of the Unitary State of the Republic of Indonesia.	217

Source: Sejarah Indonesia, Kelas X Erlangga: 2017

2. Grafindo publisher's history learning textbook

Analysis conducted in the History learning textbook published by Grafindo in 2014 by Nana Supriatna describes the value of tolerance as something that makes respect for a difference an indicator that can create values of harmony in society, interreligious life, to social and economic life. Found as many as five texts that lead to tolerance in this book, which are described as follows:

**Table 5.** Text Analysis of Tolerance Values  
in History Learning Textbooks of Grafindo Publisher

No.	Publisher	Analysis	Page
1.	Grafindo	Differences are things that we cannot avoid in society. Mutual respect and respect for one another are very necessary to deal with differences because differences are beautiful.	59
2.		The combination of Hindu-Buddhist and local cultures proves that Indonesian society is an open nation. We as a nation must be open to foreign cultures that are constructive and positive.	134
3.		Inter-religious tolerance in Indonesia has been exemplified by our predecessors. Tolerance and mutual respect are needed to create harmony and peace.	137
4.		Inter-ethnic relations in these villages were going well. In the history	158

	of Banten, there is no recorded conflict between traders based on ethnic sentiments. This may be influenced by the nature of trade which is egalitarian, tolerant, and open to different cultural views of other groups.	
5.	They try to understand the daily habits, culture, religion, and social life of the people. Such methods are a form of tolerance carried out by the trustees in spreading the religion of Islam.	171

Source: Sejarah Indonesia, Kelas X Grafindo : 2014

### 3. History learning textbook publisher of the Ministry of Education and Culture

The value of tolerance found in history learning textbooks published by the Ministry of Education and Culture is described as a character that should be used as a guide in community life and a great sense of responsibility. The analysis carried out in this book brings up at least two texts which are described as follows:

**Table 6.** Text Analysis of Tolerance Values in the Textbook of History Learning  
Publisher of the Ministry of Education and Culture

No.	Publisher	Analysis	Page
1.	Kemendikbud	In the 16th century, the religion of Islam began to dominate the archipelago. However, this does not mean that the influence of Hindu-Buddhist culture has disappeared and been replaced by Islamic culture. Islam accommodates Hindu-Buddhist heritage, of course, by making modifications so that it remains several centuries apart. We can still see the form of Hindu-Buddhist civilization today.	69
2.		Queen Sima once tried to test the honesty of her people by placing her coffers in the middle of the road. It turned out that for a long time, no one had disturbed the coffers. However, one day a member of the royal family, who was walking around, touched his coffers with his feet. This was known to Queen Sima, a member of the royal family who was considered wrong and should be given the death penalty.	93

Source: Sejarah Indonesia, Kelas X Kemendikbud: 2016

## Discussion

Based on the results of research related to the analysis of History Learning textbooks regarding Multicultural Education and Tolerance Values of grade X high schools in Jakarta using three different publisher textbooks, namely Erlangga, Grafindo, and the Ministry of Education and Culture, these three books have their own characteristics in containing texts that lead to Multicultural Education and Tolerance Values. So that the majority of textbooks used by students and teachers have fulfilled the content of Multicultural and Tolerance texts that can be delivered and implemented in various learning activities in the classroom, which of course, are supported by the facilities provided by the school so that students can explore more deeply about the meaning of Multiculturalism and Tolerance.

The selection of the right textbook is a stimulus for each individual, especially students, in presenting traits that lead to increasing faith, piety, noble character and personality, mastery of science and technology, increasing sensitivity and aesthetic abilities, increasing kinesthetic abilities, and health, in accordance with the function of textbooks based on the Regulation of the Minister of National Education Number 2 of 2008 (Rahmawati, 2016). The more detailed functions of the textbook itself are: 1, Describe an adaptive point of view, able to adjust the modernization of teaching and applicative learning. 2. Become a teaching resource that is the subject matter according to student needs and program references that bring out student skills. 3, Become a harmonious and effective means of remedial evaluation and teaching. 4, Become a neatly arranged resource in shaping students' skill levels with interesting, challenging, varied conditions so as to stimulate students' expressional skills (Mudzakir AS, 2009).

Looking at the function of the textbook, we can see that the use of class x Indonesian history learning textbooks in Jakarta has illustrated the feasibility and full of values of Multicultural Education and tolerance that can be proven In the book published by Erlangga in 2017 written by Ratna Hapsari and M. Adil, by raising the authorship style to insert several historiographical stories, In the First Chapter of this book which discusses "Manusia dan Sejarah" the concept of Multicultural Education is conveyed in the sentence:

"Persatuan tidak hanya diperlukan oleh kaum pergerakan, tetapi juga bagi para pemuda yang harus mengikuti panggilan persatuan dan kebangsaan yang akan menjadi dasar bagi perjuangan ke masa depan. Persatuan Indonesia bukan merupakan sesuatu yang kosong, tetapi didukung oleh suatu ikatan yang telah dicatat dalam sejarah." (Sejarah Indonesia kelas X, 2013: 18)

The quote above shows that the concept of unity is the most powerful weapon possessed by the Indonesian people as the basis of the movement and becomes the foundation that shapes Indonesia into a great nation in the future. This can certainly be used as a role model for students that the formation of the Indonesian nation today cannot be separated from the unification of various forms of diversity that exist, so differences are not something that causes division. In this book also, the character building of tolerance and affirming how important mutual respect in a nation is illustrated in the material "Peradaban-Peradaban Awal Dunia," which reads:

"Sikap saling menghargai sangat dibutuhkan saat ini untuk menghindari konflik-konflik sosial yang mengancam keutuhan Negara Kesatuan Republik Indonesia" (Sejarah Indonesia kelas X, 2013: 217)

Multicultural Education and the Value of Tolerance are also revealed in the Grafindo textbook published in 2014 by Nana Supriatna, expressed in the mixture of many cultures and Gotong Royong attitudes, we can see it in the material "Peradaban Indonesia dan Dunia", in the sentence, namely:

"Selain itu hendaknya kita saat ini bersyukur pada Tuhan YME karena dengan Proses migrasi dan percampuran bangsa tersebut menjadikan masyarakat indonesia akhirnya mengenal teknologi maju yang belum ada pada masyarakat indonesia sebelumnya"(Sejarah Indonesia kelas X, 2013: 91)

The quote above shows that the superiority of a multicultural nation is the mixing of cultures themselves, and the acceptance of different cultures has been done for a long time and proven to present technology that leads to progress. The value of tolerance in this book can be seen in the material "Perkembangan Kerajaan-Kerajaan Hindu-Budha di Indonesia," which explains that the concept of respect between religious people is an attitude that has been carried out by predecessors and is the most important value inherited as an effort to create harmony and peace so that it can be used as a role model for students, the sentence is:

"Toleransi antarumat beragama di indonesia telah dicontohkan para pendahulu kita. Sikap toleransi dan saling menghormati sangat diperlukan untuk menciptakan kerukunan dan perdamaian" (Sejarah Indonesia kelas X, 2013: 137)

Analysis conducted on the History Learning textbook published by the Ministry of Education and Culture in 2014 by Amurwani Dwi L, Restu Gunawan, Sardiman AM, et al., the value of Multicultural Education and Tolerance presented in this book is described in the process of Gotong Royong and the sense of responsibility that has been built for a long time, we can see from the material "Menelusuri Peradaban Awal di Kepulauan Indonesia," that is:

"Di masa lampau, sifat gotong royong itu, tidak saja terlihat dalam mendirikan bangunan megalitik tetapi juga untuk pendirian rumah, upacara syukuran panen, serta upacara kematian. Apapun bentuknya, pengalaman kolektif manusia pra-aksara adalah akar tunggang dari budaya Nusantara, yang tentunya dapat memperkuat budaya Indonesia Modern" (Sejarah Indonesia kelas X Kemendikbud, 2013 : 67)

The quote above reflects that the attitude of mutual assistance, which is part of the Multicultural concept, is an attitude of cooperation that has been carried out for thousands of years. It can also be seen gotong royong is an important foundation in establishing a civilization and is even referred to as a cultural root that can form modern Indonesia. This attitude can certainly be used as a role model and implemented by students in school and community life.

Based on the conclusions of texts related to Multicultural Education and Tolerance in History Learning textbooks published by Erlangga, Grafindo, and the Ministry of Education and Culture, the existence of textbooks in the world of education is very important, because quality education also depends on the quality of the textbooks used (Sardiman, 2013). Learning as an activity that brings progressive change should involve all five senses of students, so quality textbooks are needed as instructional media in achieving these goals.

The presence of texts containing Multicultural Education and Tolerance in the three textbooks studied in this article, according to the author, is still very minimal and still wrapped in material texts in the form of examples of life that have been carried out by Indonesian people from Ancient times, Kingdoms to Modern Indonesia, not yet in the form of a separate space that directly provides stimulus to students to carry out or instruction both individual and group activities and assignments. Seeing this condition, the author hopes that the government, as a policyholder can make adjustments to textbooks through book reviewers so that they insert Multicultural and Tolerance values as assignment instructions that are direct to students, not just texts mixed in the teaching sub-materials of past lives of Indonesian society.

## **CONCLUSION**

Education has an important role in helping students understand the concepts of Multicultural and Tolerance. Of course, it must be supported by adequate learning tools, one of which is Textbooks which are used as the main learning resource. Based on the findings obtained by the author through a content analysis method on three history learning textbooks used in grade X high school in Jakarta. The three textbooks are learning resources published by different publishers, namely Erlangga Publisher, Grafindo Publisher, and the Ministry of Education and Culture. These three books have the characteristics of writing in presenting the concept of Multicultural and Tolerance. These two characters appear in every life of society, starting from ancient times, Hindu-Buddhist, to Islamic kingdoms. The values of tolerance are described as ancestral cultures that are passed down from time to time and used as role models.

In addition to the distinctive writing style, the Multicultural and Tolerance values in the three textbooks are adjusted to the function of textbooks according to National standards which contain adaptive points, teaching resources that contain subject matter, evaluation tools, and strategies to shape students' skill levels, one of which is the development of Tolerance character. The emergence

of Multicultural and Tolerance values in the Indonesian History Learning textbook must certainly be implemented by school stakeholders such as teachers, educators, and students well in the academic and non-academic implementation process so that it can minimize the occurrence of social conflict phenomena and racial dichotomies caused by low tolerance.

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