



Multiculturalism Values in Thailand History Textbook

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Abstract: Education is a process of "humanizing humans" where humans are expected to be able to understand themselves, other people, nature and their cultural environment. On this basis, education cannot be separated from the culture that surrounds it as a consequence of the purpose of education, namely honing taste, initiative and work. Education that has a multicultural basis will be one solution in developing human resources who have a strong character and are tolerant of other cultures. Thailand is a multicultural country in which there are various ethnic, ethnic, religious and cultural elements. Based on the analysis that has been done. The purpose of this research is to find out the meaning of multiculturalism, to know the purpose of multiculturalism education and to know the values of multiculturalism contained in high school history textbooks in Thailand. The author finds several paragraphs that implicitly contain the value of multiculturalism such as the value of tolerance, the value of mutual respect and understanding, the value of mutual acceptance, the value of interconnectedness, the value of justice and the value of friendship. This value is conveyed through various examples in historical events.

Keywords: Education, Multiculturalism, Historical Education, Textbooks Thailand.



Introduction

Education as a process of developing human resources in order to obtain optimal social skills and individual development provides a strong relationship between individuals and the community and the surrounding cultural environment. More than that, education is a process of "humanizing humans" where humans are expected to be able to understand themselves, other people, nature and their cultural environment. On this basis, education cannot be separated from the culture that surrounds it as a consequence of the purpose of education, namely honing taste, initiative and work.

Achieving these educational goals is a challenge for all time because one of them is cultural differences. Therefore, the need for education that is able to accommodate and provide learning to be able to create a new culture and be tolerant of other cultures is very important in other words education that has a multicultural basis will be one solution to developing human resources who have a strong character and are tolerant of other cultures.

Thailand is a multicultural country in which there are various ethnic, ethnic, religious and cultural elements. To maintain that diversity does not become a threat to national disintegration, a strategy that is conceptualized through various aspects of life is needed. In the field of education, the concept of multiculturalism is internalized through the learning materials contained in textbooks. History subjects in Thailand are not one of the main subjects like in Indonesia, but history subjects are one of the branch subjects of sociology subjects, even though its position is not the main subject but almost every school in Thailand holds history lessons.

History textbooks are basically prepared by the Thai government as a learning medium. In this paper, I try to analyze the history textbooks in Thailand for the high school level where the textbooks tell the whole story of the history of Thailand itself. The textbook is a textbook based on the 2008 basic curriculum, identifying the values of multiculturalism contained in it. Based on the analysis that has been done, the author finds several paragraphs that implicitly contain the value of multiculturalism. This value is conveyed through various examples of

historical events. Thus, the author can conclude that in the Thai history textbook for high school the values of multiculturalism are implied. Although not explicitly stated, this must be reaffirmed by the teacher in the learning process.

Methods

The research method used by the author in this study is a literature study which contains theories that are relevant to the problem in the research taken by the researcher. This information can be obtained from scientific books, research reports, scientific articles, and written sources, both printed and other electronic.

This literature study is carried out in order to obtain theoretical information so that researchers really have a strong theoretical basis as a scientific result. The data in this study are based on relevant books and journals to be studied by the author.

The data collection technique used by the author in this study is a literature study, namely by searching for data related to the discussion in the research title that the researcher took. In this study, relevant data were collected in various ways, namely by Literature Studies, Literature Studies, Internet searches

Results and Discussion

Multiculturalism comes from the words multi (plural) and cultural (about culture), multi-culturalism implies an acknowledgment of the reality of cultural diversity, which means it includes both traditional diversity such as ethnic, racial, or religious diversity, as well as diversity of life forms (subcultures) that continues to emerge at every stage of the history of people's lives.

The term multiculturalism is generally accepted positively by the Indonesian people. This of course has something to do with the reality of the pluralistic Indonesian society. The plurality of the Indonesian people can be seen from the following facts: scattered in an archipelago consisting of 13,667 islands (although not all of them are inhabited), divided into 358 ethnic groups and 200 sub-ethnics, embraced various religions and beliefs which according to statistics: Islam 88.1%, Christians and Catholics 7.89%, Hindus 2.5%, Buddhists 1% and others 1% (with a note there are also residents who adhere to beliefs that are not included in the government's official religion, but on their identity cards refer to themselves as

adherents of the official government religion), and cultural history of a mixture of various cultural influences, ranging from the culture of the original archipelago, Hinduism, Islam, Christianity, and also the modern West.

Multicultural education Multiculturalism is a "civilization concept, and because the educational process is a civilizing process, a multicultural society can be created through an educational process" (HAR Tilaar, 2004). Education and civilizing a processes of forming the character of the nation and its citizens. Multicultural education is education based on multiculturalism. Tobroni and colleagues in their book *Citizenship Education* (2007) state that multicultural education can be seen in three ways, namely: 1) multicultural education as a concept or idea, 2) multicultural education as a movement, and 3) multicultural education as a process. Therefore, multicultural education requires in-depth study, perfect filling and enrichment of concepts, and careful application.

James Banks stated that the understanding of multicultural education is education for people of color. This understanding is in line with the understanding put forward by Sleeter that multicultural education is a set of processes carried out by schools to oppose oppressive groups. These notions are not in accordance with the context of education in Indonesia because Indonesia has a different cultural context from the United States even though both have multicultural nations.

Andersen and Cushner (1994) say that multicultural education is education about cultural diversity. This definition is broader than the one stated above. Nevertheless, the position of culture is still the same as what was stated in the definition above, namely that cultural diversity is something that is studied and has the status of an object of study. In other words, cultural diversity is a subject matter that must be considered by curriculum developers.

Meanwhile, Howard (1993) argues that multicultural education provides multicultural competence. In the early days of students' lives, time is spent in their respective ethnic and cultural areas. Mistakes in transforming the values, aspirations, and etiquette of certain cultures, often have an impact on excessive tribal, religious, and group primordialism. This factor causes the emergence of hostility between ethnic groups and groups. Through multicultural education from



an early age, it is hoped that children will be able to accept and understand cultural differences that have an impact on differences in usage (the way individuals behave); folkways (customs that exist in society), mores (behavior in society), and customs (customs of a community).

Multicultural education comes from two words education and multicultural. Education is a process of developing attitudes and behavior of a person or group of people in an effort to mature humans through teaching, training, processes, actions and ways that educate. On the other hand, education is the transfer of knowledge or the transfer of knowledge. While multicultural is etymologically multi means many, diverse and diverse, while cultural comes from the word culture which has the meaning of culture, tradition, politeness, or maintenance. The series of words education and multicultural gives a terminological meaning as a process of developing all human potentials that respect plurality and heterogeneity as a consequence of cultural, ethnic, tribal and flow (religious) diversity.

Zakiyuddin Baidhawi defines multiculturalism education as a way to teach diversity (teaching diversity). M. Ainul Yaqin understands multicultural education as an educational strategy that is applied to all types of subjects by using the cultural differences that exist in students such as ethnic differences, religion, language, gender, social class, race, ability and age so that the learning process is easy. John W. Santrok defines multiculturalism education as education that respects diversity and accommodates the perspectives of various cultural groups on a regular basis.

With multicultural education, students are able to accept differences, criticism, and have a sense of empathy, tolerance for others regardless of class, status, gender, and academic ability (Farida Hanum, 2005). This is also emphasized by Musa Asya'rie (2004) who presupposes that multicultural education is meaningful as an educational process: a way of life respecting, sincere, tolerant of cultural diversity that lives in the midst of a plural society so that students will have the resilience and mental flexibility of the nation. in dealing with social conflicts in society.



Based on the writer's findings, the values of multiculturalism contained in history textbooks in Thailand are:

1. Tolerance Value

The term tolerance comes from the Latin, "tolerance" which means to be patient with something. So tolerance is an attitude or human behavior that follows the rules, where one can respect, respect the behavior of others. The term tolerance in the socio-cultural and religious context means attitudes and actions that prohibit discrimination against different groups or groups in a society, such as tolerance in religion, where the majority religious group in a society provides a place for other religious groups to live in the community environment.

"In Ayuthaya's time, Buddhism was very influential on Thai society, but other religions can still survive where at this time there are churches and mosques being built"

From the text above, it can be illustrated that since the first Thai people have been tolerant where the majority are Buddhists but they still respect other religions. From the content of the text, the author also attempts to convey to students that tolerance is very important in society.

2. The Value of Mutual Respect and Understanding

Mutual respect is very important in a society, where if a society does not have mutual respect, of course the community will not be safe. This is also a concern for the author where the history textbook also gets writing about this mutual respect, namely when many Thai people embrace Buddhism but they respect each other for other religions as well, so that other religions can also enter and be in society Thailand.

"Thai people embrace Islam because they are influenced by Muslim traders who spread religion"

From the contents of the text, the author also tries to convey to students that living in a society must have mutual respect and understanding, which from the text illustrates that Thai people respect every religion so that it is not difficult for other religions to spread their religion in Thailand.

3. The Value of Mutual Acceptance

"In ancient times the Thais liked to eat betel, accepted the method of using cloves from India, accepted the method of cooking by frying and using oil from China"

Apart from mutual respect and understanding, mutual acceptance is also one of the attitudes that the author attempts to convey to students that mutual acceptance is also an important trait, from the text above we can understand that Thai people accept cultures that come from the country.

4. Values are Interconnected

For interconnected values in history textbooks in Thailand, there are several cases written by the author in the textbook, namely:

"Thailand's era of progress and glory began in 1448 when it was ruled by Somdek Prabarom Trailoknak so that the period ruled by Somdek Pranaray Maharach in 1688 was the most successful reign of all in starting, and there were extensive relations with traders from outside". After that Thailand experienced several problems that resulted in the severance of trade relations, but after that Thailand tried to re-establish the relationship, namely in the Ratanakosin era the author recounted that "since 1851-1932, namely the year ruled by the 4th king so that the 7th king was the period when there began to be relations with traders from abroad".

In addition, there are other writings that the author explains the relationship between Thailand and other countries "in Ayuthaya's time, the capital city of Ayuthaya was a very important capital where there were trade relations with other countries, both with close countries like Cambodia and also with other countries. Who are far away like China, Arabia, and India, so that's where a lot of their cultures mix with the Thai culture." There is another text that explains it "from a social and cultural perspective because there are relations with outside communities, both in the trade and war divisions, there are also outsiders working in Thailand so that the Thai people during the Ayuthaya period got a lot of cultural influence from Myanmar, India, China, Japanese, Arabic and European"

From the texts above, it can be interpreted that the author of this textbook also tries to convey a message to students so that they are always in touch with their



foreign countries, be it in any way. If we are always in touch then our brotherhood will also not be cut off.

5. Value of justice

Justice is a comprehensive term in all forms, whether religious, cultural, political, or social justice. Justice itself is a form in which every human being gets what he needs, not what he wants. In this history textbook, the author also writes about the justice that has occurred in Thai society as follows:

On page 63 there is a text that reads "The King of Thailand is very fair in religious matters, the people are freed in embracing religion and also respect every religion as he gave alms to his land to build churches and mosques both during the Ayuthaya and Ratanakosin eras"

In addition to the values mentioned above, the value of justice also accepts a value contained in high school history textbooks in Thailand where the text illustrates that the king of Thailand is very fair in terms of embracing religion, he gives freedom to the people in this regard. From the text, the author also tries to convey the value of justice to students so that students take this weight seriously.

6. The Value of Friendship

Friendship or brotherly relations have become a tradition in Thai society and even other communities. The value of friendship is also found in history textbooks in Thailand as the author narrates that "The 5th King visited Europe twice, namely in 1897 and in 1907 in order to see the progress there and so that people there know better. Thai people and to establish friendship among the countries visited by the 5th King in Europe are: Ilatia, Switzerland, Austria, Denmark, Russia, Sweden, English, Bearing, Germany, Netherlands, Portugues, and Spain."

From the text, the author tries to convey to students that friendship is an important trait, where Thai people have been doing this for a long time and so students also always maintain friendships.



Discussion And Recommendations

Based on the writer's findings, the values of multiculturalism contained in history textbooks in Thailand are:

1. Tolerance value
2. The value of mutual respect and understanding
3. The value of mutual acceptance
4. Values are interconnected
5. Value of justice
6. The value of friendship

From these results, it can be said that the values of multiculturalism contained in high school history textbooks in Thailand are still very minimal and there are still many values that are not contained in the textbooks such as the value of helping and other values, while Thailand is a country. There are various religions so multiculturalism is an important thing in Thai society.

For recommendations, it is better if the history textbooks for high schools in Thailand enter more into the values of multiculturalism in it so that students feel that this is a very important thing in their lives.



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