Multicultural learning based on blended learning in social studies and the impact on nationalism attitude viewed from students' cultural literacy level

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ABSTRACT

Purpose: This study aimed at analyzing the impact of blended multicultural learning on nationalism as seen from the students' cultural literacy level in social studies learning.

Design/Methodology/Approach: This is quasi-experimental research with a non-equivalent post-test-only control group design. The research was conducted with a population of 212 V grades in elementary school. The technique used was random sampling. Based on the random sampling, the sample obtained was 64 students divided into two classes. The 32 students were put in the experimental group, and the other 32 were put in the control group. The data collection used tests and questionnaires. This study used descriptive and inferential analysis methods. Inferential analysis was carried out using Two-Way Analysis of Variance, which was preceded by an analysis prerequisite test that included a test for normality of data distribution and a test for homogeneity of variance.

Findings: Based on the results of the data analysis, it was found that the blended multicultural learning approach and the level of cultural literacy had a positive impact on social studies learning.

Conclusion: It was concluded that the blended multicultural learning approach and the level of cultural literacy can contribute to influencing the attitude of nationalism in elementary school students.

Practical Implication: It is expected that teachers can apply a blended multicultural learning approach and pay attention to the level of student cultural literacy so that it can increase students' nationalist attitudes.

Keywords: *Blended learning, Multicultural learning, Nationalism attitude.*

1. INTRODUCTION

Social science is an important subject because it studies various fields such as economics, history, society, and politics. This social studies learning is used as a tool to solve social life problems (Mangkhang, Yimsawat, Nettip, & Kaewpanya, 2021; Nugraha, Handoyo, & Sulistyorini, 2018; Susiani, Dharsana, Suartama, Suranata, & Yasa, 2022; Tetono, Kuntoro, & Savitri, 2018; Zsolnai & Kasik, 2014). The context of this learning is not different from social science because it is a combination of various science concepts. Social studies learning activities for elementary school students interact with humans and their relationship with the social environment (Kaliappen, Ismail, Ghani, & Sulisworo, 2021; Lamb, Taylor-Collins, & Silverglate, 2019; Toda, do Carmo, da Silva, Bittencourt, & Isotani, 2019). The function of social studies learning is to equip students with the knowledge, skills, and social intellectuals to have a sense of responsibility in realizing national goals (Adittia, 2017; Manuaba, 2017; Suaeb, Degeng, & Amirudin, 2017). In addition, social studies learning also has the function of developing knowledge that is in line with science and technology to create independent and prosperous students (Idris, Sida, & Idawati, 2019; Saputri, 2018). Students who study social studies will have social science competence so that they can internalize it in people's lives (Alfianti, Taufik, Hakim, Sultan, & Tirtayasa, 2020; Hamdah & Umayah, 2018). This indicates that social studies learning will provide students with social knowledge that can increase their sense of concern as social beings. The main focus of social studies learning is to form individuals who understand social life and its interactions as members of society (Gading & Kharisma, 2017; Rahmi, Rustini, & Wahyuningsih, 2021). Social studies learning gives students a sense of responsibility and expands the values taught in society. Social studies

learning can also foster a sense of love and pride for the Indonesian people (Hastuti, Baedowi, & Prasetya, 2020; Soleha, Purnomo, & Nisa, 2019). In addition, students who study social studies well can develop an attitude of nationalism.

The nationalism attitude is an attitude of nationalism and the spirit of love for the homeland. Nationalism can also be said to be individual loyalty to the national state (Abu Bakar, Noor, & Dan, 2018; Adli & Fatimah, 2019). Students who possess this attitude will have realization, spirit, and love for their homeland (Eliya, 2020; Rosala & Budiman, 2020). In addition, students also have a high sense of solidarity. It can be said that nationalism is state awareness or the spirit of the state. The attitude of nationalism in students can develop through a national way of thinking (Pradana, Mahfud, Hermawan, & Susanti, 2020; Salim, 2017). This attitude of nationalism is not interpreted narrowly as an attitude of exalting one's nation but as an attitude of nationalism in a broad sense, namely a sense of love for the country and respect for other nations. The attitude of living together is an attitude that must be owned by students. This attitude can form unity so that there is peace and comfort in life (Alfaqi, 2016; Chabiba, Ismaya, & Wiranti, 2022). An attitude of nationalism will be formed as a result, which is beneficial for upholding solidarity. The collective mindset of students towards unity can be regarded as a manifestation of nationalism. (Chabiba et al., 2022; Sagita & Supriatna, 2020; Wicaksana, Soenarjo, & Wawan, 2015). The attitude of nationalism possessed by students will later be useful for maintaining the existence of a country from threats from other countries, so that it must be owned by everyone (Retnasari & Hidayah, 2019; Rulianto, 2018). This indicates that every student must have an obligation of loyalty, a desire to defend the interests of the Indonesian state, and a sense of love for the homeland. This attitude of nationalism can also be developed in learning activities (Adli & Fatimah, 2019; Chabiba et al., 2022; Eliya, 2020). One of the activities that can increase the attitude toward nationalism in students is cultural literacy.

Cultural literacy is the ability to understand and behave towards the culture of a nation's identity (Subhan, Sunardi, Hani, & Aziz, 2021; Yuki, 2020). Cultural literacy is very important to master in the 21st century. This is because Indonesia is involved in global change, so the ability to accept and adapt is very necessary (Nurjannah, Apriliya, & Mustajin, 2020; Ramadhani, Putri, Ramadhan, Maulida, & Muhliansyah, 2018). In addition, a wise attitude towards diversity must also be instilled in elementary school students. Students who have cultural literacy skills will understand the nature of tolerance for differences. The most crucial aspect of this literacy initiative's implementation is the efforts of citizens who can live side by side and with one another in harmony in order to attain prosperity. (Ahsani, luthfi, & Azizah, 2021; Helaluddin, 2018; Tohani & Sugito, 2019). This is what causes cultural literacy to be considered very important for all students to learn so that they have a high sense of love and tolerance. In addition, through this cultural literacy activity, students will also be able to understand their rights and obligations as citizens in a cultured way (Colombi, 2015; Ochoa & McDonald, 2019; Shliakhovchuk, 2021). The ability to understand diversity must be mastered by every student, especially in elementary schools, so that they can preserve culture. However, the current problem is the elementary students' ability to understand diversity, which is still lacking. Previous research also revealed that there is still a lack of cultural literacy skills among students, so some students sometimes do not understand the meaning of tolerance (Ahsani et al., 2021; Suandewi, Putrayasa, & Gunatama, 2019). Other research findings also reveal that the lack of tolerance causes low student character (Lifa, Sulistyarini, & Dewantara, 2020; Rachmadyanti, 2017). Students' cultural literacy, which has less impact on their attitude toward nationalism, is low. This is because students do not understand the purpose of social studies learning. The research findings indicate that students' acquisition of social studies knowledge is often limited to memorization, resulting in a lack of comprehension regarding the significance of the subject matter (Dayanti, 2017; Suaeb et al., 2017). This problem is also found in several elementary schools in Bali. The preliminary observations at Sekolah Dasar Negeri (Public Elementary School) 1 Mendoyo Dauh Tukad and Sekolah Dasar Negeri (Public Elementary School) 1 Pohsanten revealed that students still had difficulties participating in social studies learning. During learning activities, teachers also experience difficulties in designing appropriate learning for students that can improve student understanding. The teacher does not provide students with an understanding of the importance of learning social studies, so students do not understand the purpose of studying social studies. This causes students to lack a nationalistic attitude. Observations also found that some students lacked respect for cultural differences, which was shown by mocking each other. This certainly indicates a lack of understanding of students' cultural literacy.

The solution to overcome this problem is that teachers must apply learning that can increase the students' nationalism attitude. One that can be applied to multicultural learning based on Blended Learning. Multicultural is

a variety of cultures that include ethnicity, race, social level, age, language, and religion as a diversity of individual backgrounds in society (Alfulaila, Haryadi, Sudrajat, & Nashrullah, 2019; Churiyah & Sakdiyyah, 2020; Winarni, Slamet, & Syawaludin, 2021). Multicultural learning is a learning approach that emphasizes differences as the basis of learning activities (Aada, 2019; Noor & Sugito, 2019). Multicultural learning activities are expected to teach students to respect each other. Multi-cultural learning will help students explore differences as a unique gift from God (El Ashmawi, Sanchez, & Carmona, 2018; Melesse & Mekonnen, 2020). The multicultural learning approach can also foster student understanding by helping them respond to each difference with tolerance and not discriminate based on culture. This multicultural education can help students develop the potential to appreciate plurality and heterogeneity as a consequence of diversity (Basri, 2017; Kusumaningrum & Wahyono, 2019). Multicultural learning will be taught to students regarding cultural diversity and responding to demographic and cultural changes in the community environment (Samsuri & Marzuki, 2016; Winataputra, 2016). This multicultural approach can be applied in social studies learning based on the multicultural differences possessed by students, such as differences in religion, language, gender, ethnicity, social class, and race, so that learning activities become more effective. This multicultural learning approach can be combined with a blended learning approach.

Blended Learning is a combination of learning that combines face-to-face with technology-based learning models (Prahmana, Hartanto, Kusumaningtyas, & Ali, 2021; Wulandari, Sudatha, & Simamora, 2020). There are five keys to blended learning: live events, self-paced learning, collaboration, assessment, and performance support materials (Fitriyana, Wiyarsi, Ikhsan, & Sugiyarto, 2020; Shamsuddin & Kaur, 2020). The live event is direct synchronous learning at the same time and place (Tethool, Paat, & Wonggo, 2021; Yanti, Farida, & Sugiharta, 2019). Self-paced learning is a combination of independent learning that makes students learn anywhere (Barrios, González-Teruel, Cosculluela, Fornieles, & Turbany, 2014; Morze, Varchenko-Trotsenko, Terletska, & Smyrnova-Trybulska, 2021). Collaboration, namely, learning activities that combine collaboration between teachers and students (Kandakatla, Berger, Rhoads, & DeBoer, 2020; Thambu, 2021). For assessment, such teachers must be able to design a good combination of online and offline assessment types. Performance support materials, namely learning, are prepared in digital form that can be accessed by students (Alqahtani & Rajkhan, 2020; Setiawan, Mardapi, Pratama, & Ramadan, 2019). Blended learning also utilizes media and technology that support independent learning activities and provide experiences. The purpose of blended learning is to provide convenience so that learning objectives are achieved (Bervell, Nyagorme, & Arkorful, 2020; Bock et al., 2018). This causes teachers to be professional in developing learning activities that use blended learning (Albhnsawy & Aliweh, 2016; Bervell et al., 2020). Multicultural learning with a blended approach is very suitable for social studies learning. Multicultural learning helps students develop understanding and attitudes towards the environment. Multicultural learning can be applied to students online or face-to-face.

Previous studies revealed that multicultural learning can increase students' tolerance for differences. Other research findings also reveal that multicultural learning can increase students' attitudes toward nationalism. This is what causes multicultural learning to be applied in social studies. Other studies have also revealed that blended learning can make it easier for students to learn anywhere (Darlis & Sari, 2020; Mamahit, 2020; Yusuf, Widyaningsih, Prasetyo, & Istiyono, 2021). The other finding reveals that blended learning can improve student understanding (Akhmalia, Suana, & Maharta, 2018; Wulandari et al., 2020). It is concluded that the blended approach to multicultural learning can help students learn social studies. There is no study on multicultural learning with a blended approach to the attitude of nationalism as seen from the level of cultural literacy in social studies learning. The advantage of blended multicultural learning is that learning can be done anywhere so that students can increase their understanding of cultural literacy and their nationalism attitudes. The purpose of this study is to analyze the impact of blended multicultural learning on the attitude toward nationalism as seen from the level of cultural literacy of students in social studies learning. It is hoped that the blended approach to multicultural learning will help students learn social studies and increase nationalist attitudes.

2. METHOD

This is a quasi-experimental study designed with *a non-equivalent post-test-only control group design.* This research was conducted in Mendoyo District, Jembrana Regency, Bali Province, with a population of 212 V-grade elementary school students. The technique used to take the sample was the random sampling technique. Based on the results *of random sampling*, the researcher obtained a sample of 64 students who were divided into two classes. There were 32 students in the experimental group and 32 students in the control group. The experimental

class was given treatment in the form of blended-based multicultural learning, and the control class was not given the treatment of blended-based multicultural learning. At the end of the lesson, the experimental group and the control group were given a posttest to measure the students' attitudes toward nationalism. The matrix of this research design is presented in Table 1.

Table 1. Factorial design 3x2.

Cultural literacy level	Treatment	
	With blended-based multicultural learning (A1)	**Without blended-based multicultural learning (A2)**
Very high (B1)	A1B1	A2B1
High (B2)	A1B2	A2B2
Enough (B3)	A1B3	A2B3

The data collection methods used in this study were tests and questionnaires. Cultural literacy data were collected using a cultural literacy test, and data on nationalism attitudes were collected using a questionnaire. The cultural literacy test contained 25 multiple-choice statements. While the nationalism attitude questionnaire consisted of 25 statement items with five answer options, namely Strongly Agree (SA) with a score of 4, Agree (A) with a score of 3, Disagree (D) with a score of 2, and Strongly Disagree (SD) with a score of 1, all instruments were provided with a grid containing the dimensions and indicators being assessed. The dimensions of cultural literacy and nationalism attitudes measured in this study are presented in Table 2.

Table 2. Dimensions of cultural literacy and attitudes of nationalism.

Variables	Dimensions/Indicators
Cultural literacy	Identify types of cultural property
	Get to know the cultural diversity of the area of origin
	Identifying the use of the regional language
	Understanding Indonesian culture as a national identity
Nationalism attitude	Mutual respect
	Refrain
	Accept the difference
	Help each other
	Care to each other
	Willing to sacrifice
	Awareness of obligations
	Obey the rules and laws
	Love domestic products

The cultural literacy test instruments and nationalism attitude questionnaires had gone through stages of testing the validity and reliability of the instruments. The validity of the instrument was tested using the Content Validity Ratio (CVR)/Content Validity Index (CVI) formula, and the reliability of the instrument was tested using the KR-20 formula for the cultural literacy test and Cronbach's Alpha for the nationalism attitude questionnaire. The analysis results revealed that all instrument items were declared valid, with a CVR index of 1.00 for all sola items and statements and a CVI value of 1.00 for the cultural literacy test and nationalism attitude questionnaire. In addition, the reliability calculation shows a coefficient of 0.874 for the cultural literacy test and 0.902 for the nationalism attitude questionnaire.

Table 3. Cultural literacy level score range.

Score range	Cultural literacy level
80-100	Strongly high
66-79	High
56-65	Adequate
40-55	Not adequate
<40	Highly less

This study uses to describe the data. The cultural literacy score that has been obtained is then classified into several levels according to the reference, as shown in Table 3. Inferential analysis was carried out using Two-Way Analysis of Variance, which was preceded by a prerequisite analysis test that included a test for normality of data distribution and the homogeneity of variance test. All data analysis processes were carried out using the IBM SPSS Statistics 21.0 program.

3. RESULTS

3.1. Confirmatory Analysis of Exogenous Variables

The descriptive analysis of the nationalism attitudes scores in terms of the level of cultural literacy of the students in the study is presented in Table 4.

Table 4. Descriptive analysis results.

Treatment	Cultural literacy level	Mean	Std. deviation	N
With blended-based multicultural learning	Strongly high	82.37	5.12	16
	High	69.33	3.51	15
	Enough	60.00	0.00	1
	Total	75.56	8.29	32
Without blended-based multicultural learning	Strongly high	78.57	2.76	7
	High	67.00	3.65	14
	Enough	54.72	3.37	11
	Total	65.31	9.56	32
Total	Strongly high	81.22	4.81	23
	High	68.21	3.71	29
	Enough	55.17	3.56	12
	Total	70.44	10.27	64

The results of testing the normality of data distribution by Kolmogorov-Smirnov showed that all data groups were normally distributed, which was indicated by the value of Sig.> 0.05. The results of the normality test for the complete distribution of data are presented in Table 5.

Table 5. Data distribution of normality test.

Variable		Kolmogorov-Smirnov		
		Statistic	df	Sig.
Treatment	With blended-based multicultural learning	0.104	32	0.200
	without blended-based multicultural learning	0.121	32	0.200
Cultural literacy level	Strongly high	0.183	23	0.189
	High	0.157	29	0.067
	Enough	0.203	12	0.183

Table 6. Two-way ANOVA analysis results.

Source	Type III sum of squares	df	Mean square	F	Sig.
Corrected model	5750.771	5	1150.154	74.040	0.000
Intercept	118345.201	1	118345.201	7618.400	0.000
Treatment	90.758	1	90.758	5.842	0.019
Cultural literacy level (CLL)	2609.564	2	1304.782	83.995	0.000
Treatment * CLL	10.993	2	5.496	0.354	0.704
Error	900.979	58	15.534	0.000	0.000
Total	324184.000	64	0.000	0.000	0.000
Corrected total	6651.750	63	0.000	0.000	0.000

Furthermore, the homogeneity of variance was tested using Levene's Test of Equality. The results of the analysis showed a significance value of 0.138 (>0.05). This shows that the data is homogeneous. The prerequisites for the analysis of normality of data distribution and homogeneity of variance have been met so that hypothesis testing

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using Two-Way Analysis of Variance can be carried out. The results of the Two-Way Analysis of Variance are presented in Table 6.

Based on the data presented in Table 6, the corrected model has a significance value of 0.000 (<0.05), so it can be interpreted that the model obtained in this study is valid. The significance value of the treatment variable shows a value of 0.019 (<0.05), which means that the treatment given in the form of blended-based multicultural learning has a significant influence on students' nationalism attitudes. Furthermore, the significance value on the Cultural Literacy Level (CLL) shows a value of 0.000 (<0.05), which means that the level of cultural literacy has a significant influence on students' nationalistic attitudes. In addition, the significance value of Treatment*CLL shows a value of 0.704 (>0.05), which means that there is no interaction between the treatment given and the level of cultural literacy in influencing students' nationalism attitudes. Because there is no interaction between the treatment given and the level of cultural literacy in influencing students' attitudes toward nationalism, the analysis does not need to be continued with a post-hoc follow-up test.

4. DISCUSSION

The results of the data analysis show that blended multicultural learning has a positive impact on learning. This is due to several factors. First, multicultural learning with a blended approach can increase students' nationalist attitudes. The purpose of multicultural learning is to help students understand the diverse social environment (Alfulaila et al., 2019; Churiyah & Sakdiyyah, 2020). In learning activities, students are invited to understand the culture around them and to appreciate the uniqueness of other cultures. Other research findings reveal that multicultural education can form students who respect the surrounding culture (Churiyah & Sakdiyyah, 2020; Melesse & Mekonnen, 2020). Learning about other cultures and their uniqueness can increase students' nationalism. Multicultural learning also prepares every student to have the same opportunity to achieve maximum achievement according to their abilities (Kusumaningrum & Wahyono, 2019; Melesse & Mekonnen, 2020). This is supported by research findings that reveal that any appropriate learning will make students understand the material and improve attitudes and skills that are useful for students and society (El Ashmawi et al., 2018; Winarni et al., 2021).

Students who take part in multicultural learning well are not only able to build skills and expertise in social studies subjects but can also become transformers of multicultural education that can instill the values of pluralism, democracy, and humanism. This shows that multicultural learning not only makes students able to understand and master the material but also has a strong character that is democratic, pluralist, and humanist (Basri, 2017; Saputro & Murdiono, 2020). This learning also helps students develop good character so that they have a positive impact on the environment. The findings of previous research reveal that learning designed by instilling positive values can shape students' character (Lian et al., 2020; Septiani & Rejekiningsih, 2020; Sukendar, Usman, & Jabar, 2019). In learning activities, the teacher's task is to build student skills and shape student character by instilling positive values such as respecting differences (Hayati & Susatya, 2020; Sopacua, Fadli, & Rochmat, 2020). Moreover, the important thing in multicultural learning is that teachers are required to be able to master and be professional in teaching and instill the core values of multicultural learning so that students can understand and apply positive values well (Agusti et al., 2018; Asmi, Surbakti, & Hudaidah, 2018). The nationalism attitude shown by students after participating in the lesson is one of loving the homeland and respecting differences. The attitude of nationalism possessed by students will later be useful for maintaining the existence of a country against threats from other countries, so it is mandatory for everyone to have it. Second, multicultural learning with a blended approach can improve cultural literacy. Multicultural learning is defined as learning about cultural diversity in society so that it can improve cultural literacy in students. Previous findings also revealed that students who have good cultural literacy skills will be able to understand their culture (Subhan et al., 2021; Yuki, 2020). Multicultural learning can also offer a variety of cultural models in society so that it can foster students appreciation of the cultural diversity of the community (Churiyah & Sakdiyyah, 2020; El Ashmawi et al., 2018). In addition, multicultural learning also uses a progressive approach that can change education holistically by discussing shortcomings, failures, and discriminatory practices in education so that it will certainly increase cultural literacy in students. Other research also states that students who have good cultural literacy will appreciate cultural differences (DiMaggio, Sotoudeh, Goldberg, & Shepherd, 2018; Warti'ah, 2020). Cultural literacy possessed by students will later be able to assist them in actively participating in intercultural society (Helaluddin, 2018; Tohani & Sugito, 2019). In learning activities, the teacher also prepares students so that they can learn effectively

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regardless of their cultural background. The material taught to students about the culture is selected because it contains differences and similarities across groups that can increase students' understanding of the culture. This indicates that multicultural learning is related to aspects of attitudes to develop cultural awareness and sensitivity as well as cultural tolerance as a form of students' understanding of cultural literacy (Tohani & Sugito, 2019; Yuki, 2020). The purpose of multicultural learning related to the knowledge aspect is that students gain knowledge about other people's languages and cultures as well as the ability to analyze and translate cultural behavior (El Ashmawi et al., 2018; Kusumaningrum & Wahyono, 2019; Melesse & Mekonnen, 2020). This is what can strengthen students' awareness of the culture that exists in society and develop cultural literacy skills in them.

This multicultural learning activity also uses a blended approach that allows students to take part in learning activities anywhere and anytime. This is following the findings of previous research, which revealed that the blended learning approach can help students learn anywhere, so it can improve students' understanding (Morze et al., 2021; Shamsuddin & Kaur, 2020; Wulandari et al., 2020). This makes it easier for students to learn social studies, so this multicultural learning approach can improve students' attitudes toward nationalism and cultural literacy. In addition, this learning activity can also encourage students to play an active role in every learning activity (Kandakatla et al., 2020; Thambu, 2021). This learning can also develop a positive attitude towards each student with a different background to help students become good citizens (Aada, 2019; Churiyah & Sakdiyyah, 2020). In learning activities, students are also taught to oppose all forms of racism and all forms of discrimination that exist in schools or society. Students who participate in learning activities well can improve attitudes toward nationalism and cultural literacy.

This cultural literacy is very important for students to have because every country is currently involved in global changes, so every student must have the ability to accept and adapt to changes (Nurjannah et al., 2020; Ramadhani et al., 2018). Students who have an attitude of nationalism and cultural literacy can increase tolerance (Novitasari & Wardani, 2020; Wardhani & Muryaningsih, 2019). Because of this, it's crucial for students to study cultural literacy so that they can develop a nationalism-based attitude. This is supported by previous research, which revealed that the attitude of nationalism is very important to be taught to elementary school students so that they have a high sense of patriotism (Chabiba et al., 2022; Sagita & Supriatna, 2020). Other research findings also reveal that this attitude of nationalism can form a positive character for students (Alfaqi, 2016; Retnasari & Hidayah, 2019; Wicaksana et al., 2015). In a nutshell, multicultural learning with a blended learning approach has a positive impact on the character of students. The research implication is that blended multicultural learning has a positive influence on students' attitudes toward nationalism and cultural literacy. It is hoped that teachers will be able to create fun and meaningful learning activities for students so that they can improve their abilities and their nationalistic attitudes in social studies learning.

5. CONCLUSION AND RECOMMENDATIONS

Based on the results of the data analysis, it was found that the blended approach to multicultural learning and the level of cultural literacy had a positive impact on social studies learning. In conclusion, the blended approach to multicultural learning and the level of cultural literacy can contribute to influencing the attitude toward nationalism among elementary school students. It is expected that teachers will be able to apply blended multicultural learning and pay attention to the level of cultural literacy of students so that they can improve students' attitudes toward nationalism.

AUTHORS' CONTRIBUTIONS

The ideas, concepts, and design of the research, K.S.; the concepts, instruments development and data analysis, I.W.W.; the data analysis, and formatting article, I.G.W.S.A. All authors have read and agreed to the published version of the manuscript.

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