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## THE USE OF JUNIOR HIGH SCHOOL SOCIAL STUDIES TEACHING MATERIALS CONTAINING MULTICULTURAL LIFE MATERIAL IN SINGKAWANG CITY

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**Abstract.** This research is entitled The Use of Middle School Social Sciences Teaching Materials Containing Multicultural Life Material in Singkawang City. This research aims to find out what form of social studies teaching materials are used in junior high school social studies learning in Singkawang City and what the material content of multicultural life in Singkawang City is in the social studies teaching materials used by teachers in junior high school social studies learning in Singkawang City. This research uses qualitative methods with data collection techniques using interview techniques, observation and document analysis at 5 junior high schools in Singkawang City. The validity of the data used is data triangulation and method triangulation. Meanwhile, the data analysis technique uses interactive analysis with three stages of analysis, namely data reduction, data presentation, and drawing verification conclusions. The research results show that, first, the form of social studies teaching materials used by teachers in learning social studies in class VIII of junior high schools in Singkawang City is printed teaching materials in the form of books, namely social studies textbooks or student books published by the government and worksheet books that refer to the Merdeka Curriculum. Second, in the social studies teaching materials used by teachers in learning social studies in class VIII of junior high schools in Singkawang City, there is no material content about multicultural life in Singkawang City. The material content in the social studies teaching materials used by teachers in junior high school social studies learning in Singkawang City only contains national or general social studies material, so to get around the absence of material content on multicultural life in Singkawang City in junior high school social studies teaching materials, the teacher conveys multicultural life material in Singkawang City is given verbally in a limited manner according to the teacher's knowledge. Thus, it is necessary to recommend the development of teaching materials based on multicultural life in Singkawang City in junior high school social studies learning in Singkawang City as a means of multicultural education so that students become more acquainted with know and understand the social life and cultural traditions that exist in the environment around which students live with the hope that students can discover, appreciate and apply social values in multicultural life in Singkawang City which are the basis for building students' social attitudes in order to create a harmonious and tolerant social life in Singkawang City.

**Keywords:** Social Studies Learning, Junior High School Social Studies Teaching Materials, Multicultural Education, and Singkawang City

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### I. INTRODUCTION

Singkawang City is know as a multicultural, multiethnic and tolerant city which is characterized by the existence of 17 ethnic communities, where each ethnic community routinely carries out its cultural traditions and is able to improve the economic and tourism aspects of

Singkawang City. Several ethnic groups in Singkawang City routinely carry out their cultural traditions, such as the Chinese ethnic group who celebrate the Cap Go Meh tradition, the Dayak ethnic group which celebrates the Naik Dango and Gawai Dayak traditions, and the Malay ethnic group which celebrates the Sagrahan tradition. The implementation of these various traditions often involves other ethnic groups participating, so this is one of the

reasons why Singkawang City won the title of “Most Tolerant City” in Indonesia in 2018, 2021, 2022 and 2023 based on the Setara Institute survey.

However, in Singkawang City, conflicts still often arise, whether carried out by individuals or ethnic groups against other ethnic groups. This conflict occurs due to differences in interests between individuals or groups, be they differences in political, economic, social or cultural interests. In social life, conflicts between individuals, groups and at a broader level inevitably arise (Banks, 2012: 143). This happens because the emergence of conflict is an intrinsic aspect of social change as an expression of the heterogeneity of interests, values and beliefs in social change (Miall, 2002: 7-8).

Johan Galtung in the Triangle of Violence theory says that conflicts that occur in society can originate from structural, cultural and direct violence. Galtung explained that conflicts originating from cultural violence in heterogeneous societies originate from ideology, culture and religion, apart from originating from hatred, fear and suspicion (Rantung, 2017: 23-24). Thus, a conflict can occur apart from ethnic differences in society, as well as differences in religion and belief which are quite prone to holding the potential for conflict. Recently in Singkawang City, conflict emerged in the form of terror and destruction of certain ethnic places of worship carried out by irresponsible parties, for example the incident of throwing Molotov cocktails at the Budi Dharma Vihara on 14 November 2016, the destruction of the dragon statue of the Tri Dharma Bumi Raya Vihara on 22 November 2016, and the destruction of the lion statue of the Tri Dharma Bumi Raya Vihara on 8 September 2017. The conflict that occurred was categorized as a form of intolerance in multicultural life in Singkawang City.

The description above shows that the study of multicultural society in Singkawang City is very important and needs to be carried out, especially when linked to the importance of multicultural education for students and the younger generation. Multicultural education can be integrated into the curriculum or become teaching material inserted in the learning curriculum, because one of the functions of education is as a tool for preserving culture and as a forum for the process of cultural inheritance so that culture can further develop (Thung and Manan, 2011: 81-83; Kamil, 2021: 11). Apart from that, multicultural education which discusses multicultural life in Singkawang City and is integrated into the learning curriculum in schools can be a means of preventing and minimizing the occurrence of inter-ethnic conflict in Singkawang City because multicultural education is education that respects differences, so it is hoped that these differences will not become a source of conflict and division (Setyowati, 2019: 249). Through education, a person can learn to give, receive, appreciate differences, and so on (Darmadi, 2018: 135).

The emergence of a conflict in people’s lives is inevitable, but the conflict needs to be immediately analyzed to find conflict resolution as an effort to handle short-term or long-term conflicts. Among the conflict resolution effort that

occur in the life of a multicultural society is to provide multicultural education that upholds religious and cultural tolerance by changing students’ knowledge, attitudes and skills in a positive direction (Sapsuha, 2013: 42-43; Pangabeian, 2015: 1-5). Based on this, multicultural life in Singkawang City, which is exemplified by the implementation of various ethnic cultural traditions in Singkawang City, such as Cap Go Meh, Naik Dango, Gawai Dayak, and Saprahan, can be a source of teaching materials in school learning as part of multicultural education for students. These teaching materials are unique, which means they are only used for certain targets and are specific, meaning the content of the teaching materials regarding multicultural life in Singkawang City is designed in such a way as to achieve certain competencies (Magdalena, 2020: 172).

In the Merdeka Curriculum, multicultural life material in Singkawang City as multicultural education material can be integrated with Social Studies (IPS) subjects at the Junior High School (SMP) level. Social studies subjects are a combination of branches of social sciences and humanities including religion, philosophy and education. Apart from that, social studies subjects also take on certain aspects of natural sciences and technology so that social studies subjects have an important role in producing human resources for the welfare of the nation based on science and technology and the principles of social justice. Social studies subjects are also a means of increasing knowledge and skills related to people’s lives and their environment, including building commitment and awareness of social and human values which will become capital for collaborating in a pluralistic society, both at the local, national and global levels by continuing to adhere to the values of Pancasila as the nation’s personality (Decision of the Head of the Educational Standards, Curriculum and Assessment Agency of the Ministry of Education, Culture, Research and Technology Number 033/H/KR/2022, pages 234-235; Educational Standards, Curriculum and Assessment Agency of the Ministry of Education, Culture, Research and Technology Republic of Indonesia, 2022: 3-4).

From the relationship between multicultural education and social studies learning, multicultural life in Singkawang City can be a source of learning in the form of junior high school social studies teaching materials according to the objectives of social studies learning, namely so that students have: 1) sensitivity to social problems that exist in society; 2) a positive mental attitude towards improving all existing inequalities in society; and 3) skills to overcome every problem that befalls him or society. This is in accordance with the mission of social studies learning, namely increasing and developing students’ social competence in the form of cooperation, respecting laws, norms and social values in community life and having high tolerance and empathy so that they can appreciate multicultural life (Maryani, 2011: 6). Therefore, multicultural education with material about multicultural life in Singkawang City really needs to be taught to students through social studies teaching materials in junior high

school social studies learning in order to build students' social attitudes in a positive direction as a conflict resolution effort so that the intolerant conflict that occurs in Singkawang City can be prevented and suppressed and at the same time supports and strengthens the title of Singkawang City as the most tolerant city in Indonesia.

Based on the description above, the problems in this research are: What form of social studies teaching materials do teachers use in junior high school social studies lessons in Singkawang City? What is the content of multicultural life material in Singkawang City in the social studies teaching materials used by teachers in junior high school social studies lessons in Singkawang City?

## II. METHODS

This research uses qualitative methods with the aim of describing the use of social studies teaching materials containing material about multicultural life in Singkawang City in junior high school social studies learning in Singkawang City. This research was conducted in Singkawang City using a descriptive-qualitative approach to reveal various qualitative information in a complete and in-depth manner and explain the process of why and how something happens in accordance with the research theme raised (Sutopo, 2006: 139). This research was carried out in class VIII at 5 junior high school level in Singkawang City, namely at SMP Negeri 20 Singkawang City, SMP Negeri 1 Singkawang City, SMP Negeri 6 Singkawang City, SMP Bruder Singkawang, and SMP Pengabdi Singkawang in the 2023-2024 Academic Year.

The research strategy used is a focused single case study because it examines one case, namely how the use of social studies teaching materials for junior high schools containing material about multicultural life in Singkawang City. Fixed because the problem has been determined before the researcher goes into the field. The data collection technique used: 1) interview technique, namely the researcher conducted interviews with the head or deputy head of the school, social studies subject teachers, and the Chair of the Social Studies Subject Teachers' Conference (MGMP) in Singkawang City; 2) observation techniques by directly observing social studies learning in the classroom as well as school facilities and infrastructure that support social studies learning; and 3) analysis of social studies learning tools for junior high school in Singkawang City. For data validity, data triangulation and method triangulation are used. Meanwhile, the data analysis technique uses interactive analysis with three stages of analysis, namely data reduction, data presentation, and drawing verification conclusions (Sugiyono, 2019: 366-381; Darmawan, 2021: 95-98).

## III. RESULT & DISCUSSION

### **Forms of Social Studies Teaching Materials Used by Teachers in Social Studies Learning**

Teaching materials in junior high school social studies learning have a very important role (Sari, 2022: 128). Teaching materials are all forms of materials used to assist teachers in teaching and learning activities in the classroom, which can be in the form of reading books, student worksheet books (LKS), broadcasts, newspapers, digital materials, photos, direct conversations involving native speakers or informants, discussion materials between students, and so on which are seen to increase knowledge and experience for students (Department of National Education, 2017: 3; Kosasih, 2022: 1). Apart from that, teaching materials can also take the form of printed teaching materials, listening teaching materials, viewing and listening teaching materials, and interactive teaching materials (Prastowo, 2011: 40-43).

In learning social studies for Class VIII SMP in Singkawang City in the 2023-2024 academic year, social studies teachers use social studies textbooks or student books published by the government through the Ministry of Education, Culture, Research and Technology of the Republic of Indonesia in 2021. In addition to using social studies textbooks or student books, social studies teachers in teaching social studies subjects at school also use worksheet books as enrichment material and practice questions for students. With the existence of social studies textbooks or student books and worksheet books held by students, it makes it easier for social studies teachers in the social studies learning process because the material that social studies teachers will teach in class can be studied beforehand by students at home so that social studies teachers only need to design learning methods appropriate to the material to be taught or discussed. Based on analysis of learning tool documents, interviews with social studies teachers, and observations of social studies learning in class VIII at SMP Negeri 20 Singkawang City, SMP Negeri 1 Singkawang City, SMP Negeri 6 Singkawang City, SMP Bruder Singkawang, and SMP Pengabdi Singkawang on the learning methods used teachers in social studies learning, the results obtained showed that social studies teachers in these schools used various lecture methods, group discussions, questions and answers, and assignments in social studies learning.

Meanwhile, the results of findings in the field regarding the use of social studies teaching materials in class VIII SMP at several schools in Singkawang City can be seen in the following table.

Table 1.

Social Studies Teaching Materials for Class VIII SMP Used by Social Studies Teachers in Several Schools in Singkawang City for the 2023-2024 Academic Year

No	School	Curriculum	Main Teaching Materials	Companion Teaching Materials
1	SMP Negeri 20 Singkawang	Merdeka Curriculum	Social Studies Textbook	LKS book
2	SMP Negeri 1 Singkawang	Merdeka Curriculum	Social Studies Textbook	Don't use LKS books
3	SMP Negeri 6 Singkawang	Merdeka Curriculum	Do not use Social Studies textbooks	LKS book
4	SMP Bruder Singkawang	Merdeka Curriculum	Social Studies Textbook	Don't use LKS books
5	SMP Pengabdi Singkawang	Merdeka Curriculum	Social Studies Textbook	LKS book

(Source: researcher interviews and observations, 2023-2024)

From the table above it is known that the curriculum used in social studies learning for class VIII SMP in Singkawang City already uses the Merdeka Curriculum. Apart from that, based on the data in the table above, it is known that there are 3 schools that use social studies textbooks published by the Government in 2021, namely at SMP Negeri 20 Singkawang City, SMP Negeri 1 Singkawang City, and SMP Bruder Singkawang, and there is 1 school that uses the book privately published social studies text in 2023, namely at SMP Pengabdi Singkawang. Meanwhile at SMP Negeri 6 Kota Singkawang, the social studies teacher does not use social studies textbooks published by the government or private sector in social studies lessons but only uses LKS books because the school is still in the transition process of changing or changing the curriculum used, namely from the 2013 Curriculum to the Merdeka Curriculum, so that junior high school social studies textbooks that will be used in social studies learning are still in the procurement process. The absence of social studies teaching materials in the form of social studies textbooks in social studies learning at SMP Negeri 6 Singkawang City hampers the social studies learning process because students do not have textbooks as handbooks or student books containing social studies material that can be studied at school or at home, and only rely on delivery of social studies material from the teacher. To get around the lack of social studies textbooks, social studies teachers at SMP Negeri 6 Singkawang City use LKS books as enrichment material and practice questions for students.

In several junior high school level schools in Singkawang City, such as SMP Negeri 20 Singkawang City and SMP Pengabdi Singkawang, it is known that social studies teachers in these schools supplement social studies textbooks with LKS books as companion textbooks which are used as enrichment or deepening material and practice questions for students at school and at home so that students better understand the material taught by the teachers. Meanwhile at SMP Bruder Singkawang, the social studies teacher only uses the social studies textbook as the main teaching material and does not have the grounds that the social studies textbook is considered sufficient to be used as the

main social studies teaching material for students, so the existence of the book Worksheets are no longer needed.

At SMP Negeri 6 Singkawang City, the social studies teacher does not use social studies textbooks in social studies learning as the main teaching material because social studies textbooks are not yet available at the school and are still in the process of being procured, so the social studies teaching materials used in social studies learning use LKS books. The absence of a social studies textbook as a student book at SMP Negeri 6 Singkawang City disrupts the social studies learning process because the material in the LKS book is not as complete as the material in the social studies textbook which contains the main material that students must study at secondary education level, whereas the LKS book only contains social studies material to expand, deepen and complement the main social studies material in social studies textbooks or student books (Article 5 of the Government Regulation of the Republic of Indonesia Number 75 of 2019; Kosasih, 2022: 15).

Based on the explanation above, social studies teachers at several junior high schools in Singkawang City use social studies textbooks or student books and worksheet books as social studies teaching materials. Social studies textbooks or student books and worksheet books that social studies teachers use as social studies teaching materials are classified as teaching materials in the form of printed teaching materials. According to Prastowo, printed teaching materials are a number of materials prepared on paper which function to convey information on for learning purposes, for example handouts, books, modules, student worksheets, brochures, photos/drawings, and models/mocks (2011: 79). From the various examples of printed teaching materials, the social studies teaching materials used by social studies teachers, such as social studies textbooks or student books and worksheet books in junior high school social studies learning in Singkawang City, are included in the book category, namely teaching materials that contain knowledge as a result of analysis of applicable curriculum (Prastowo, 2011: 166).

The social studies textbook as a teaching material in the form of a book prepared for the learning process and

contains the learning material to be taught (Yuberti, 2014: 191-192). Social studies textbooks as social studies teaching materials in the form of printed books are written works in the form of text, images, or a combination of both that are published in printed form (Article 2 Paragraph 2 of Government Regulation of the Republic of Indonesia Number 75 of 2019 concerning Implementing Regulations of Law Number 3 of 2017 concerning Bookkeeping Systems). Likewise with other social studies teaching materials used by social studies teachers, namely LKS books which are printed teaching materials as companion teaching materials to social studies textbooks in social studies learning. LKS books are teaching materials prepared by the community based on the applicable curriculum and contain material, summaries and assignments that students can study independently (Prastowo, 2011: 104; Article 6 Paragraph 7 of Law Number 3 of 2017 concerning Bookkeeping Systems).

**Material Content of Multicultural Life in Singkawang City in Social Studies Teaching Materials Used by Teachers in Social Studies Learning**

In the learning process, the position of teaching materials is very important which can be used to assist teachers in carrying out teaching and learning activities in the classroom. Teaching materials also help students to better understand and deepen the material taught by teachers in the teaching and learning process at school because teaching materials as a set of learning materials are prepared and developed systematically based on the competencies that students will master in accordance with the learning objectives in the applicable curriculum (Taufiqy, 2016: 705).

The social studies teaching materials used by Class VIII SMP social studies teachers in Singkawang City use social studies textbooks published by the government in 2021 and private publications in 2023 as student books that have been prepared in the context of implementing the Merdeka Curriculum, as well as LKS books as companion textbooks. After looking closely and analyzing the social studies teaching materials used by junior high school social studies teachers in Singkawang City, namely social studies textbooks and worksheet books, the content of the materials is national in nature and does not contain material about multicultural life in Singkawang City. The material in the social studies teaching materials used by social studies teachers in social studies learning in Singkawang City contains writing and illustrations or images that originate from other areas outside Singkawang City or are more national in nature. This happened because the social studies textbooks and worksheet books used by junior high school social studies teachers in Singkawang City were deliberately designed to be used nationally throughout Indonesia, so that material about multicultural life in Singkawang City was missed and was not included in the content of the social studies teaching materials.

The structure of the material contained in the social studies textbook for class VIII SMP used by SMP social studies teachers in Singkawang City which is related to the

material on multicultural life in Singkawang City can be seen in the following table.

Table 2.  
 Content Structure of Related Social Studies Textbooks for Class VIII SMP With Material about Multicultural Life in Singkawang City

<b>Content Structure of Social Studies Textbook Material</b>	
<b>Social Studies Textbook Published by the Ministry of Education and Culture in 2021</b>	<b>Social Studies Textbook Published YW Publisher in 2023</b>
<b>Theme 2 Plurality of Indonesian Society</b>	<b>Thema 3 Social Problems in Community Life</b>
<b>A. Diversity of Community Economic Activities</b>	<b>A. The Role of Social Institutions in Society</b>
1. How do geographic processes influence economic activity ?	1. Definition of Social Institutions
2. How is the surrounding environment utilized to meet economic needs ?	2. General Characteristics of Social Institutions
3. How can inter-island trade occur in Indonesia ?	3. Types of Social Institutions
<b>B. Social Mobility</b>	4. The Role of Social Institutions in the use of natural resources and human resources
1. What are the Population Dynamics in Indonesia ?	<b>B. Social Mobility in Society</b>
2. What is the form of diversity in Indonesian ?	1. Understanding Social Mobility
3. What is the Social Mobility Process in Indonesia ?	2. Forms of Social Mobility
<b>C. Cultural Interaction during the Islamic Empire</b>	3. Factors Encouraging and Inhibiting Social Mobility
1. How is the development of Islamic religion and culture in Indonesia ?	4. Social Mobility Channels
2. How did Islam Spread in Indonesia ?	5. Impact of Social Mobility
<b>What are the forms of cultural interaction with the influence of Islam in Indonesia ?</b>	<b>C. Diversity of Indonesia Society</b>
	1. Factor Causing the Pluralism of Indonesia Society
	2. Types of Diversity of Indonesian Society
	3. Impact of Diversity of Indonesian Society
	<b>D. Social Conflict and Integration in Social Life</b>
	1. Social Conflict
	2. Social Integration

(Source: Supardi, et al, 2021; Firman, et al, 2023)

Based on an analysis of the structure of the material contained in the junior school social studies textbooks used by social studies teachers in junior high school social studies learning in Singkawang City, the material contained in the social studies textbook predominantly contains material of a national nature and does not contain material about multicultural life in Singkawang City. Apart from that, based on interviews with social studies teachers in class VIII SMP in Singkawang City and observations of social studies learning in class VIII SMP in Singkawang City as well as analysis of social studies learning tools such as Teaching Modules or Learning Implementation Plans and social studies teaching materials used by social studies teachers, it follows that the researchers found in the field that there were no social studies teaching materials that specifically contained material about multicultural life in Singkawang City which was taught to students in social studies learning class VIII of junior high school in Singkawang City. The social studies teachers for class VIII SMP in Singkawang City only convey verbally the material about multicultural life in Singkawang City as material inserted in social studies textbooks, both government and private publications.

In delivering orally the material on multicultural life in Singkawang City is adapted to the theme of the social studies textbook or LKS book used by social studies teachers in junior high school social studies learning in Singkawang City. In the content structure of social studies material, there are differences between social studies textbooks published by the government and the private sector, so that the material on multicultural life in Singkawang City which is delivered orally by social studies teachers to students depends on the theme in the social studies textbooks used by social studies teachers in each school. Social studies teachers who use social studies textbooks published by the government as social studies teaching materials convey orally material about multicultural life in Singkawang City to students which is inserted in material on Theme 2 regarding the pluralism of Indonesian society in the sub-theme Forms of Diversity in Indonesian society which discusses material on religious differences, cultural differences, Ethnic Differences, Occupational Differences, and the Benefits of Diversity. Meanwhile, social studies teachers use textbooks published by one of the private publishers with the initials YW Publisher as social studies teaching materials. The material on multicultural life in Singkawang City is delivered orally by the social studies teacher to students which is included in the material for Theme 3 regarding Social Problems in Community Life in the Sub-theme of the Diversity of Indonesian Society which discusses the material Factors Causing the Diversity of Indonesian Society (Geographical Location and Shape of Islands, Natural Conditions and Climate, Influence of Other Cultures, and Transportation and Communication), Types of Diversity in Indonesian Society (Diversity of Race, Religion, Culture, Ethnicity, and Occupation), and the Impact of Diversity in Indonesian Society.

Based on interviews with social studies teachers and observations of social studies learning for Class VIII SMP in

Singkawang City, the material on multicultural life in Singkawang City was presented orally by social studies teachers to students as insert material when discussing Theme 2 material regarding the Plurality of Indonesian Society in the social studies textbook published by the Government in 2021 or Theme 3 material regarding Social Problems in the Middle of Community Life in the social studies textbook published by YW Publisher in 2023 is: 1) the ethnic diversity that exists in Singkawang City, such as Malay, Dayak, Chinese, Javanese, Madurese, and so on; 2) celebrations of cultural traditions that are regularly held in Singkawang City such as Cap Go Meh, Naik Dango, Gawai Dayak, Saprahan, and so on; 3) various religions adhered to by residents of Singkawang City, such as Islam, Catholicism, Protestantism, Buddhism, Hinduism and Confucianism; and 4) various jobs carried out by people in Singkawang City such as farmers, traders, fishermen, and so on which reflect the existence of multicultural life in Singkawang City. According to the social studies teachers, the delivery of material about multicultural life in Singkawang City orally to students was carried out with limited knowledge possessed by social studies teachers due to the lack of references that social studies teachers could use as learning resources that contained material about multicultural life in Singkawang City.

In an effort to overcome the limited learning resources in the form of social studies teaching materials containing life material in Singkawang City, the Singkawang City SMP Social Studies Subject Teachers' Conference (MGMP) initiated the publication of a book entitled "Utilization of Learning Resources in Social Studies Learning" in 2022, written by several junior high school social studies teachers who are members of the MGMP IPS SMP Singkawang City. The book, which has been published and printed, contains several materials related to junior high school social studies learning, such as: 1) Raya Pasi Nature Reserve as a learning resource for social studies subjects; 2) Utilization of the Setapuk mangrove forest as a learning resource for social studies subjects, and 3) Historical toru of Singkawang City, home of the Tjhia clan (Fajaratullah, 2022: vi-vii). The three articles in the book can be used as social studies material to complement the material in social studies textbooks and worksheet books, and can increase or enrich students' insight into the conditions of the environment and life around them.

The book publishing effort carried out by MGMP IPS SMP Singkawang City was carried out as an innovative effort for teachers to help students understand the material being studied, especially material related to the environment around which students live (Suprihatin and Manik, 2020: 71). However, the existence of the book "Utilization of Learning Resources in Social Studies Learning" published by MGMP IPS SMP Singkawang City has not received a satisfactory response because based on searches in the school library and based on interviews with social studies teachers and school library managers it was found that the book is not yet in the school library either public and private in Singkawang City due to limited budgets from schools for procuring these

books and these books have not been a priority for school libraries to collect, so these books are only in the private collections of junior high school social studies teachers in Singkawang City.

Based on the explanation above, the use of social studies teaching materials in the form of printed books containing multicultural life in Singkawang City in social studies learning for class VIII junior high schools in Singkawang City is still very limited. This happens because in the social studies textbooks and worksheet books used by social studies teachers in learning social studies there is no material that specifically discusses multicultural life in Singkawang City because the material content of social studies textbooks and worksheet books is more national in nature so social teachers can only explain in detail oral material about multicultural life in Singkawang City as material inserted in Theme 2 of the social studies textbook which discusses material on the Plurality of Indonesian Society. Likewise, there is no collection of reading books in the school library specifically on the theme of multicultural life in Singkawang City, so in the view of the social studies teachers at the school that is the research site, they need books that specifically discuss material about multicultural life in Singkawang City become a companion textbook to the social studies textbook and become a learning resource for social studies teachers that is contextual in the environment around which students live, namely subject matter with situations or conditions in the real world (Lestari, 2016: 107).

The material on multicultural life in Singkawang City needs to be conveyed to students in social studies learning class VIII SMP in Singkawang City because Singkawang City is full of diversity in terms of ethnicity, culture, religion and work which can be a learning resource in the form of social studies teaching materials so that teachers can utilize it social and cultural conditions that develop in society (Mulyasa, 2023: 49). This is necessary in order to build students' social attitudes based on social values in multicultural life in Singkawang City, such as the values of mutual cooperation, cooperation, mutual respect, acceptance and appreciation of differences so as to create a harmonious and tolerant social life. In social studies learning, students not only know and understand ethnicity, culture, religion and work in other regions in Indonesia, but also need to be introduced to ethnicity, culture, religion and work in the environment around which students live as part of multicultural education which uses cultural differences as material to train students' sense of unity and character in everyday life in the form of attitudes, behavior, thought patterns, and so on (Saragih, 2018: 144; Noor Rofiq, 2020: 104).

With student's knowledge and understanding regarding ethnic, cultural, religious and occupational differences in their environment, student will have social attitudes that are built through social interaction and communication within the family, school and community. This is also an effort to present real world life in learning activities with the theme of local wisdom which is

characterized by wisdom and has positive values which are followed by the community and Bhinneka Tunggal Ika in accordance with the implementation of the Project for Strengthening the Profile of Pancasila Students in the Independent Curriculum (Retnowati, 2020: 138; Annisa, 2023: 80). Efforts to preserve cultural traditions in multicultural life in Singkawang City are a shared responsibility both through education and community participation so that social and cultural values in multicultural life can be passed on from generation to generation and do not experience extinction (Jamiah, 2019: 339-340).

#### IV. CONCLUSIONS

By referring to the two research problem formulations as well as the overall research process and results, two important points can be concluded, namely: first, that the form of social studies teaching materials in social studies learning at several junior high school in Singkawang City is in printed form in the form of books, namely social studies textbooks or student books published by the Government and LKS books that refer to the Merdeka Curriculum. Second, that the social studies teaching materials used by social studies teachers in several junior high schools in Singkawang City, namely social studies textbooks published by the government and worksheet books, do not contain material about multicultural life in Singkawang City because the social studies teaching materials used by these teachers only contain social studies material which is national or general in nature, so that to get around the absence of content on multicultural life in Singkawang City in junior high school social studies teaching materials, the teacher conveys material on multicultural life in Singkawang City orally which is given in limited manner according to the teacher's knowledge and understanding.

Thus, it is necessary to recommend, Firstly, that social studies teachers can create their own teaching materials by developing social studies teaching materials based on multicultural life in Singkawang City as companion textbooks to social studies textbooks published by the government and worksheet books so that students are able to recognize material that is national in nature are also able to recognize and understand local and contextual material around them. Second, the school must complete or increase the number of collections of reading materials in the school library to support social studies learning. And third, the school must provide internet facilities and adequate information equipment so facilities and adequate information equipment so that the learning process takes place effectively and efficiently through programs and budgeting form the school itself as well as applying for assistance to the Singkawang City Education and Culture Office.

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