



Teacher's Strategies in Instilling Pluralism Values Through Sociology Learning at School at The High School Level

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ABSTRACT

This study aims to analyze the strategies used by Sociology teachers in instilling the values of pluralism to students at SMA Negeri 1 Cibinong. The method used in this research is a qualitative approach with interview techniques, observation, and documentation studies. The results showed that Sociology teachers at SMA Negeri 1 Cibinong implemented various strategies, such as integrating pluralism material in lesson plans and curriculum, using participatory learning methods, providing exemplary behavior, and involving students in extracurricular and cross-curricular activities that lead to strengthening tolerance attitudes. In addition, learning strategies that are contextual and based on students' social experiences also improve students' understanding and attitudes towards pluralism. This research reveals that the role of teachers is crucial in creating a dialogical space that supports learning the values of pluralism, and contributes to the formation of a more inclusive national character. Therefore, this study recommends that similar strategies be implemented in other schools to strengthen pluralism character education in Indonesia.

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INTRODUCTION

Indonesia is a country rich in ethnic, religious, racial and cultural diversity. In the midst of this diversity, it is important to form a young generation that has a tolerant attitude, respectful, and open to differences. Schools as formal education institutions have an important role in shaping these characters. At the Senior High School (SMA) level, Sociology learning provides a strategic space to instill the values of pluralism to students as part of character education and strengthening national values (Arfa & Lasaiba, 2023). Sociology subject specifically discusses social structure, conflict, norms, values, and diversity of society. Through this learning, students are invited to understand social reality critically and reflectively (Pudyastuti et al., 2023). Teachers have a strategic position as facilitators who not only deliver material, but also shape students' perspectives on diversity as a social inevitability that must be respected, not avoided. Planting the value of pluralism in high school students is very important considering that the adolescent age phase is a period of identity formation and social attitudes.

The strategy used by teachers in internalizing the values of pluralism determines the effectiveness of learning. In the context of Sociology learning in high school, teachers need to design methods that are not only informative but also participatory and contextual (Pudyastuti et al., 2023). Discussion methods, case studies, group presentations, and field trips are alternatives that can help students not only understand diversity theoretically, but also feel it directly in real life. Teachers are also required to be role models in

being inclusive and respecting differences. However, the implementation of learning the value of pluralism does not always run smoothly. Many teachers face challenges such as time constraints, limited contextual teaching materials, and lack of training that supports the strengthening of value education (Arfa & Lasaiba, 2023; , Pudyastuti et al., 2023). In addition, students in some school settings may come from relatively homogeneous backgrounds, so teachers need to create learning spaces that open up horizons and encourage empathy for different groups. This is where the importance of creative and adaptive teacher strategies in structuring learning activities that are relevant and touch on students' affective aspects.

The uniqueness of this research lies in its focus that tries to describe in depth how the strategy of teachers at the high school level in instilling the values of pluralism through Sociology learning. This research not only describes what teachers do, but also why the strategy was chosen, how the process takes place, as well as the challenges and opportunities that arise during its implementation. Therefore, the approach used in this study is a qualitative approach, because it is considered the most appropriate to explore the meaning and direct experience of teachers as the main actors in the learning process. Through a qualitative approach, this research is expected to produce a rich and in-depth description of pluralism learning practices in high school Sociology classes. Data collection techniques can be done through in-depth interviews, classroom observations, and document studies related to learning tools. That way, the data obtained is not only textual, but also describes the dynamics of social interactions that occur in the learning process.

This research is expected to make a real contribution in the development of Sociology learning strategies that are more effective in instilling the value of pluralism. In addition, the results of this study can also be an input for teachers, principals, curriculum developers, and education policy makers in designing programs and teacher training oriented towards strengthening multicultural education in high schools. Thus, the cultivation of pluralism values in high schools through Sociology learning is not only part of the curriculum objectives, but also a long-term investment in building a tolerant, just, and united Indonesian society in diversity (Dwi, 2021). The role of teachers in learning strategies is the key to the success of this process, so the study of these strategies is very relevant and important to do.

METHODOLOGY

This research uses a descriptive qualitative approach that aims to describe in depth the teacher's strategy in instilling the values of pluralism through learning Sociology at the Senior High School (SMA) level. This approach was chosen because it is in accordance with the characteristics of the problem studied, which concerns the meaning, experience, strategy, and social dynamics in the learning process that cannot be measured statistically. The research was conducted at SMA Negeri 1 Cibinong, which is located in Bogor Regency, West Java Province. This school was chosen purposively because it has a fairly diverse background of students in terms of social, cultural, and religious, and is active in learning Sociology. This diversity creates a conducive space for researchers to explore how pluralism values are introduced and instilled through educational practices in the classroom. Sociology teachers in this school also have a good track record in managing learning based on diversity values.

The research was conducted for two months, from February to March 2025. During this period, researchers made direct observations in the Sociology class, interviewed the Sociology subject teacher as the main informant, and collected supporting documents related to the learning strategies used. This time is considered sufficient to obtain in-depth and repetitive data, and allows researchers to see the dynamics of learning from various aspects. Data were collected through three main techniques, namely participatory observation, in-depth interviews, and documentation. Observation is done to find out directly how teachers implement learning strategies in the context of pluralism. In-depth interviews were conducted to dig deeper into teachers' thoughts, planning, and experiences in delivering materials and building awareness of pluralism among students. Documentation includes syllabus, lesson plans, learning media, and relevant student evaluation results.

Data analysis was conducted using the Miles and Huberman model, which consists of three stages, namely: data reduction, data presentation, and conclusion drawing/verification. The data collected will be reduced to filter out relevant information, then presented in the form of descriptive narratives and analyzed to find patterns of strategies used by teachers. Conclusions were drawn inductively and verified iteratively to ensure validity. To ensure data validity, this study used triangulation of sources and techniques, namely by comparing data from observations, interviews, and documentation. In addition, a member check was conducted with the interviewed teachers to ensure that the interpretation of the data was in accordance with the experiences and views of the informants. With this approach, the research results are expected to provide a comprehensive and credible picture of the teacher's strategy in instilling pluralism values through Sociology learning at SMA Negeri 1 Cibinong.

RESULTS

Based on the results of observations, interviews, and documentation conducted at SMA Negeri 1 Cibinong, several important findings were obtained related to the strategies used by Sociology teachers in instilling the values of pluralism to students. These strategies are designed to be integrated in learning activities either directly through the material, or through pedagogical approaches and school culture. First, Sociology teachers explicitly integrate pluralism material into the Learning Implementation Plan (RPP) on topics such as "Social Diversity in Indonesian Society" and "Social Integration and Conflict". In the learning process, teachers not only convey theoretical concepts, but also relate them to the reality of students' daily lives in the school and community environment. Teachers raise actual issues, such as intolerance between community groups, minority discrimination, and differences in religious views, and direct students to discuss and find solutions based on the values of tolerance and social justice. Second, participatory strategy is the main approach in conveying the value of pluralism. Teachers use group discussion methods, case studies, role plays, and directed debates to familiarize students with listening, understanding, and respecting other people's views. These activities directly train empathy, communication, and an open attitude towards diversity.

Third, teachers also utilize the school environment as a source of social learning. Students are invited to conduct observations and small interviews with friends from different religious and cultural backgrounds, then present the results in class. This activity broadens students' perspectives on the meaning of diversity and the importance of peaceful coexistence. Fourth, the values of pluralism are not only taught cognitively, but also shaped through the example of teachers in their interactions. Teachers show an inclusive and fair attitude towards all students regardless of their backgrounds. This creates a safe classroom climate that supports the internalization of these values. Fifth, collaboration with other teachers and school parties is also an additional strategy. Sociology teachers work together with Religion, Civics, and Counseling teachers to organize cross-curricular activities such as "Tolerance Week" and "Student Dialogue Forum", which aim to form a difference-friendly school culture.

Table 1 Teacher's Strategies in Instilling Pluralism Values

| No. | Learning Strategy | Concrete Activity Forms | Purpose/Influence on Students |
|-----|--|---|--|
| 1 | Integration of Pluralism Material in the lesson plan | Discussion on social conflict and cultural diversity | Foster understanding and awareness of pluralism |
| 2 | Participatory Method | Debate, case study, role play | Train empathy, dialog, and mutual respect |
| 3 | Contextualized Learning | Social observation of friends with different backgrounds | Hone social skills and tolerance between individuals |
| 4 | Teacher Exemplification | Teachers' fair treatment and open attitude towards all students | Modeling an inclusive attitude |
| 5 | Cross-Curricular Activities | Tolerance Week, Interfaith Dialogue Forum | Building a pluralistic and tolerant school culture |

From the overall results, it can be concluded that Sociology teachers at SMA Negeri 1 Cibinong are not only material deliverers, but also act as value facilitators and agents of social change. The strategy used is holistic because it covers the cognitive, affective, and psychomotor aspects of students. This effort is very important in forming a young generation who is aware of diversity and able to live harmoniously in a multicultural society.

DISCUSSION

The results showed that Sociology teachers at SMA Negeri 1 Cibinong implemented a number of structured strategies in instilling pluralism values to students. These strategies include the integration of pluralism values into the syllabus and lesson plans, the use of participatory learning methods, reinforcement through intracurricular and extracurricular activities, and exemplary teacher behavior in everyday life. This strategy reflects the role of teachers as agents of social transformation in building awareness of pluralism from an early age, as confirmed in various research results (Abidin & Maunah, 2024; Sari et al., 2021; Ekawati, 2024). In the context of Sociology education, a value-based approach, social context, and critical reflection become essential instruments that allow students to actively dialogue and internalize the values of tolerance, democracy, and pluralism.

The integration of pluralism values into the formal curriculum plays an important role in creating students' multicultural awareness. Sociology teachers not only convey concepts such as social structure or social conflict theoretically, but relate them to real issues in society such as religious intolerance or ethnic discrimination. This supports the findings of Rohman (2017) which states that pluralism value education is more effective when teachers use a contextual approach and build dialogic interactions with students. The emphasis on the contextual approach is also in line with Amin's view (2021), which asserts that social context-based social studies learning can bring students closer to social reality and foster awareness of national values and social ethics.

Participatory learning methods such as group discussions, presentations, class debates and case studies are used as a means of actively engaging students, allowing them to explore different views and build tolerance attitudes. This finding is consistent with Harefa's research (2025) which states that participatory approaches in Sociology learning significantly improve students' tolerant attitude towards socio-cultural differences. This strategy is also in line with constructivism theory which emphasizes knowledge formation through social interaction and reflection. In this case, the teacher's strategy includes cognitive (knowledge), affective (attitude), and psychomotor (behavior) aspects, as also affirmed by the Ministry of Education and Culture (2017) within the framework of national character education.

Teacher exemplification is an effective non-verbal strategy. Teachers who are inclusive, fair, and open to differences become real examples for students in applying the value of pluralism. Sahri's (2018) research shows that teachers' inclusive attitudes have a positive impact on student interactions that are more egalitarian and respectful of diversity. Shofwan (2022) also emphasized that character building strategies by teachers must include contextual and dialogical learning methods, in order to effectively instill national values and pluralism.

The contextual learning strategy is further applied by linking the subject matter with social phenomena in the students' surrounding environment. The teacher asks students to analyze social events that reflect or contradict the value of pluralism. This approach supports Kolb's experiential learning theory, that real experiences shape meaning and understanding. Research by Hariyanto et al. (2022) also confirmed that contextual and local-based learning is more effective in shaping inclusive social attitudes.

In a broader study, Abidin and Maunah (2024) stated that the application of social science in education can strengthen social integration in schools and help students develop social skills in everyday life. Meanwhile, Sari et al. (2021) underlined that character education is a strategy in maintaining the nation's identity and forming an inclusive society. Ekawati's (2024) philosophical reflection adds that Pancasila values and morality should be the basis of a harmonious and democratic learning environment.

Thus, it can be concluded that the strategies applied by Sociology teachers at SMA Negeri 1 Cibinong not only have an impact on students' academic achievement, but also play a major role in the formation of inclusive and tolerant national characters. Sociology education managed through a value, contextual, and reflective approach has created a dialogical space that allows students to become democratic citizens, aware of pluralism, and have high moral integrity (Abidin & Maunah, 2024). The uniqueness of this research lies in its focus on the concrete practices of teachers in learning Sociology and its relationship with the social context of students, thus making an important contribution in enriching the discourse on value education and pluralism in secondary schools.

CONCLUSION

The strategies implemented by Sociology teachers at SMA Negeri 1 Cibinong in instilling pluralism values have proven to be highly effective. Key strategies include the integration of pluralism values into the curriculum and lesson plans, participatory learning methods, teacher role modeling, and both intra- and extracurricular activities. Teachers do not only focus on cognitive knowledge but also demonstrate pluralism values through daily behavior and interactions. Students are actively involved in discussions, debates, and activities that expose them to diverse socio-cultural perspectives, enhancing their tolerance and appreciation of differences. A contextual and experiential learning approach strengthens students' understanding and internalization of pluralism values. These strategies support the development of inclusive and tolerant national character among students. The approach used at SMA Negeri 1 Cibinong can serve as a model for other schools in promoting pluralism through Sociology education.

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