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## MULTICULTURALISM ON EFL STUDENTS' SELECTED POEMS IN FACULTY OF CULTURAL STUDY MULAWARMAN UNIVERSITY

Alamsyah<sup>1</sup>, Wilma Prafitri<sup>2\*</sup>, Irma Surayya Hanum<sup>3</sup>, & Nazhwa Azzura<sup>4</sup>

<sup>1,2,3,4</sup> Fakultas Ilmu Budaya, Universitas Mulawarman

Pos-el: [wilma.prafitri@fib.unmul.ac.id](mailto:wilma.prafitri@fib.unmul.ac.id)

**Abstract:** *Indonesia as a nation that was gifted by God has various ethnic groups embodied in cultural and linguistic diversity but can still live side by side and respect each other. Multicultural literature is a literary work that reflects the interaction of two or more cultures, including differences in ethnicity, race, customs, culture and religion. This research examines multicultural literature as a significant and strategic object of study in responding to national problems. This article examines the multicultural elements depicted in selected poems written by students of English literature at the Faculty of Cultural Sciences. The content analysis approach is adopted to understand the reality in multicultural literary texts in selected poems. This study uses a qualitative descriptive paradigm with content analysis methods. According to Klaus (2004), content analysis focuses on valid data references in terms of content. However, by analyzing multicultural elements in selected poems written by English literature students, this can be used to determine the perceptions of Mulawarman University students regarding the existence of multiculturalism in the Archipelago Capital. Furthermore, this research can be used as a reference for self-reflection, evaluating actions and decisions that a person will take and a form of self-anticipation from doing things that cause divisions due to differences in ethnicity, culture, religion and race.*

**Keywords:** *Multiculturalism, literature, poetry*

**Abstrak:** Indonesia sebagai bangsa yang dianugerahkan oleh Tuhan Yang Maha Esa memiliki berbagai suku bangsa yang terwujud dalam keragaman budaya dan Bahasa namun tetap dapat hidup berdampingan dan saling menghormati. Sastra multikultural adalah karya sastra yang mencerminkan interaksi dua atau lebih budaya, termasuk perbedaan suku,ras,adat istiadat,budaya dan agama. Penelitian ini mengkaji sastra multikultural sebagai objek kajian yang signifikan dan strategis dalam menjawab permasalahan bangsa. Artikel ini mengkaji unsur-unsur multicultural yang digambarkan dalam puisi-puisi pilihan yang ditulis oleh mahasiswa sastra Inggris di Fakultas Ilmu Budaya. Pendekatan analisis isi diadopsi untuk memahami realitas dalam teks sastra multicultural dalam puisi-puisi terpilih. Penelitian ini menggunakan paradigma deskriptif kualitatif dengan metode analisis isi. Menurut Klaus (2004), analisis isi berfokus pada referensi data yang valid dari segi isi. Namun,dengan menganalisis unsur-unsur multicultural dalam puisi-puisi pilihan yang ditulis oleh mahasiswa sastra Inggris,dapat digunakan untuk mengetahui persepsi mahasiswa Universitas Mulawarman tentang keberadaan multikulturalisme di Ibukota Nusantara. Lebih jauh lagi, penelitian ini dapat digunakan sebagai acuan untuk refleksi diri,mengevaluasi Tindakan dan keputusan yang akan diambil seseorang dan sebagai bentuk antisipasi diri dari melakukan hal-hal yang menimbulkan perpecahan karena perbedaan suku,budaya,agama dan ras.

Alamsyah, , Wilma Prafitri, Irma Surayya Hanum, & Nazhwa Azzura  
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**Kata kunci:** Multikulturalisme, Sastra, Puisi

## A. INTRODUCTION

Indonesia is a nation that has been blessed by God with various ethnic, national, racial, cultural and religious diversity. Even though they are in such a diverse situation, the Indonesian people can still live side by side, respect each other, respect each other, and tolerate each other regardless of differences in ethnicity, race, customs, culture and religion. The basic concept in Multiculturalism is cultural diversity, various forms of politeness, the absence of racism, the absence of sexism and the absence of any type of domination and intolerance of society.

Multiculturalism is the presence or existence of two cultural or cultural realities that exist in a society that interact with each other, side by side, respect each other, mutual tolerance and the two or more cultures recognize the existence of tolerance, equality and equality, between them (Taufik, 2014). If an area or city is inhabited by various ethnic groups, they can live side by side, respect each other, and tolerate each other because there is a bond that they share one Indonesian nation, one Indonesian homeland and one language.

According to Miftah (2016), multicultural education takes into account various factors, including inequality, poverty, oppression and underdevelopment of minorities at the social, cultural, economic and educational levels. To contribute to social and community interactions, multicultural education promotes tolerance among individuals while respecting their diversity. To provide equal educational opportunities for all Indonesians, the concept of multicultural education has been developed. Building students' knowledge, attitudes and capacities to participate in a pluralistic, democratic society is one of the goals of intercultural education.

In order to prevent and solve this problem of cultural confrontation in the face of cultural pluralism, a new, more tolerant and beautiful paradigm is needed: the multiculturalism paradigm. In order for the younger generation to appreciate the diversity of differences, it is very important to guide them in how to respond to the realities of a diverse society. Because multiculturalism can be used as an alternative method of conflict resolution, multiculturalism is important and mandatory for inclusion in educational practice in Indonesia (Zakiyuddin, 2015). Diversity can be taught through multicultural education (teaching diversity). The principles of inclusivity, pluralism and respect for all people and culture are taught in multicultural education.

The study of multicultural values is very important for readers to understand because it illustrates how racism, differences of opinion, differences in worldviews, ethnic differences, and communication misconceptions due to differences in language and religion are only a small part of the problems they face. It took a long time and a lot of effort to solve various problems caused by differences in social status and culture in society. However, by analyzing multicultural elements in selected poems written by students of English literature, it can be used to determine the perceptions of Mulawarman University students regarding the existence of multiculturalism in the Indonesian capital city. Furthermore, this research can be used as a reference for self-reflection and evaluating actions and decisions that a person will take and self-control to do things that cause divisions due to differences in ethnicity, culture, religion and race.

By analyzing multicultural values in selected poems written by students of English literature, it can be used to determine the perceptions of Mulawarman University students regarding the existence of multiculturalism in the Indonesian capital city. Furthermore, this research can be used as a reference for self-reflection and evaluating actions and decisions that a person will take and self-control to do things that cause divisions due to differences in ethnicity, culture, religion and race. Therefore, the researchers formulated research question as follow :What are the multicultural values found in the selected poems written by students of English Literature faculty of Cultural Study ?

## **B. THEORETICAL FRAMEWORK**

The inculcation of multiculturalism among students at the tertiary level is very important for teaching students to grow in a world that is free from religious prejudice, gender, race, color, culture, social class discrimination, and free from the suffering of rejection and exclusion (Zakiyuddin, 2015). Elucidation of multiculturalism values prepares students for mutual respect for cultural equality, social class, ethnicity, gender, language, religion, race, skin color, pluralism, equal rights, customs, behavior patterns, educational equality and tolerance.

Cultures are divided into four categories by Yuen (2011), as mentioned in Davidson & Liu (2020): products, practices, perceptives, and persons. Along with understanding the culture, defining values is essential. Considering Dewey's (1997) values Contains objects, sentiments, attitudes, convictions, and behaviors that are laudable to individuals, society, or both. The current study defines multicultural values as those that respect, appreciate, and tolerate the cultures of people from various backgrounds, including those related to religion, ethnicity, politics, the economy, and society, in

various geographical locations. This definition is based on the experts' definitions of culture and value.

Defining multicultural literature examines various definitions of multicultural literature. They are divided into two types: literary and pedagogical (Cai and Sims Bishop, 1994). The former defines multicultural literature in terms of its intrinsic literary nature, while the latter defines it in terms of the pedagogical goals it is supposed to serve. There is a tendency to embrace all cultures in the concept and thus not differentiate between the dominant and the dominated culture.

Several studies discussing multiculturalism are relevant to this research. The first study was conducted by Sudigdo and Pamungkas with the title "Multiculturalism in Children's Literature: A Study of Collections of Poetry by Elementary School Students in Yogyakarta". This study aims to describe a collection of children's poetry by elementary school students in the perspective of multiculturalism. This study uses the principles of a qualitative research paradigm with content analysis methods. Multicultural literature is a literary work which reflects the interaction of two or more cultures, including differences in ethnicity, race, customs, culture and religion. According to Taufik's view (2014: 15) that in principle multicultural literature is all literary works that describe patterns of interaction of two or more cultural groups that exist in literary works. Multicultural literary works can be reviewed globally or even internationally, can also be local or national. According to Ratna (2005: 399) multicultural literary works are literary works which discuss various ethnic groups, races, religions, customs, patterns of behavior and habits in literary works. In an effort to revive multicultural literature, it is closely related to local literature, because local literature talks a lot about ethnicity, race, culture, distinctive patterns of thought and behavior that can live side by side in society. The second study was conducted by Fatimah, Nurkamto et al with the title "Multicultural Values in a Collection of Water Poems by Sindhunata in the Perspective of Social Semiotics. This study aims to find multicultural values that are implicit in his poetry. Therefore, social semiotics is used in this research to get these multicultural messages. Based on the analysis, multicultural messages are found in Sindhunata's poems.

Several important studies on multiculturalism in poetry have been conducted by (1) Monanti et al. (2014) explored the contribution of children's oral poetry in the formation of personality that is acceptable to children and society as well as an effort to reduce the number of children with bad personalities. Kamil (2018) explores the fields of tolerance and intolerance towards the diversity of Yogyakarta society in the midst of cultural, racial and religious modernity.

## C. METODE

The data in this study are selected poems written by students of English literature. Initially, the researchers collected 80 poems written in various themes. During the process of data reduction, there are 15 poems that have been selected from students of English literature. All poems are categorized based on multicultural values. A qualitative descriptive research method with content analysis was used in this study. This research is an attempt to explore the content of multiculturalism in a collection of poetry by English literature students. According to Klaus (2004), content analysis focuses on valid data references from content. Content analysis focuses on valid data references from content. This method is used to examine the contents of a document or data source.

## D. HASIL DAN PEMBAHASAN

Based on the research conducted, the researchers found some multicultural values that are expressed into the collection of the poems. The researchers analyse the values of multiculturalism, including cultural diversity, social class equality, respect for ethnic/Tribal diversity, gender equality, appreciating language diversity, respecting religious diversity, respecting racial diversity, appreciating the diversity of skin tones, pluralism, equal diversity of rights, patterns of behavior, education equality and mutual tolerance. The researchers arrange the result of the study in the form of excerpt table. These tables provided full explanation of the values of multiculturalism.

### 1. Appreciating Cultural Diversity

After collecting the data, the researchers highlighted several multiculturalism values found in the poem's collection produced by Mulawarman University Students. The first value that is going to be discussed is 'Appreciating Cultural Diversity'. There are three poems are indicated of having this multicultural value. The first poem is written by Siti Mu'ayyadah and the second poem is written by Ratna Septiyana Sari, the third poem is written by M.Nayaka.

**Table 1. 1 Cultural Diversity Poetry**

<b>Title : Every of Us</b>
Siti Mu'ayyadah

Everyone knows whence we precisely come From unseen to see From just cried to find a way Every island has different songs	<i>Semua orang tahu darimana kita berasal Dari yang tak terlihat hingga yang terlihat Dari hanya menangis hingga menemukan jalan</i>
But the difference looks so pretty Everywhere will give the beauty eternally Depending how our eyes admit the view Everytime will bring us knowledge immediately	<i>Setiap Pulau memiliki lagu yang berbeda-beda Tapi perbedaan itu terlihat indah Setiap tempat menunjukkan pesonanya yang abadi</i>
If you guess the view curiously	<i>Tergantung pada bagaimana mata kita menerimanya</i>

The poem above contains one value of multiculturalism which is appreciating cultural diversity. The poet emphasized the value of cultural diversity in line 4 and 5, she stated that "every island has different songs". At this point, 'different songs' also indicate the variation of language diversity including the dialect and idiolect from different place. Furthermore, the poet continued by stating '*the difference looks so pretty*', this line means that she had an awareness to tolerate the differences and appreciate the multiculturalism value. In the last stanza, the poet implicitly not only promoted the readers to have an empathy in seeing the diversity but also to proliferate appreciation toward cultural diversity.

**Table 1.2 Cultural Diversity Poetry**

<b>Title : Diversity</b>	
Ratna Septiyana Sari	
Everyone is different from others. Why the hate for distinctness? We are all persons. Why the foolish act from baseless rumors?	<i>Setiap orang berbeda dari orang lain Mengapa membenci perbedaan? Kita semua adalah manusia Mengapa bertindak bodoh karena rumor tak berdasar ?</i>
Not an awful thing at all, Not a disgrace to be hidden. What a silly thing to be worried about. Such a petty thing to frown at.	<i>Bukan hal yang mengerikan sama sekali, Bukan aib yang harus disembunyikan. Sungguh hal yang konyol untuk dikhawatirkan.</i>
Every person is one-of-a-kind. Make each of us exceptional. Don't push them away, Embrace and treasure the uniqueness.	<i>Setiap orang adalah satu-satunya. Jadikan setiap dari kita luar biasa. Jangan mendorong mereka pergi, Rangkulah dan hargai keunikannya</i>
Differences not a shame.	

It's named diversity. Like a beautiful mozaic with a hundred thousand pieces, And each on is beautiful.	<i>Perbedaan bukan hal yang memalukan. Namanya keragaman. Seperti mozaik indah dengan seratus ribu keping, Dan masing-masing indah.</i>
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The value of multiculturalism embodied in the poem above is appreciating cultural diversity. In the first stanza, the poet stated cultural diversity is something that should be accepted and appreciated. It should not cause friction and social conflict among society, this statement is supported by line 5 '*Not an awful thing at all*' and line 6 '*Not a disgrace to be hidden*'.

Additionally, in the third stanza, the poet state '*Embrace and treasure the uniqueness*', this line provoke the readers to create peaceful condition among the cultural diversity. She implicitly stated that multiculturalism should be treated as a treasure and it should be embraced. Convincingly, the poet who is the student of Mulawarman University has successfully used literary work, at this point poetry, to facilitate and promote people to appreciate cultural diversity.

**Table 1.3 Cultural Diversity**

<b>Title :Embrace The Diversity</b>	
M Nayaka Reyvanzka A	
<b>Black, white, tan skin</b> <b>Is it a color, or a recognition?</b> <b>Tall, average, shorty</b> <b>Is it a posture, or a mockery?</b>	<i>Kulit hitam, putih, coklat</i> <i>Apakah itu warna, atau</i> <i>pengakuan?</i> <i>Tinggi, sedang, pendek</i> <i>Apakah itu postur, atau</i> <i>ejekan?</i>
<b>Different culture, different personality</b> <b>We need to embrace ourselves in</b> <b>diversity</b> <b>Without diversity, this world will lose its</b> <b>treasure</b> <b>For it's our job as the inhabitants to live</b> <b>up the culture</b>	<i>Budaya yang berbeda,</i> <i>kepribadian yang berbeda</i> <i>Kita perlu merangkul diri kita</i> <i>sendiri dalam keragaman</i> <i>Tanpa keragaman, dunia ini</i> <i>akan kehilangan hartanya</i>
<b>Appreciate the differences humans</b> <b>have</b> <b>For it's one way to foster love</b> <b>That way, people will stand for the</b> <b>minorities</b> <b>And would savour the results thanks to</b> <b>their sweat and tears.</b>	<i>Karena itu tugas kita sebagai</i> <i>penduduk untuk</i> <i>menghidupkan budaya</i>  <i>Hargailah perbedaan yang</i> <i>dimiliki manusia</i> <i>Karena itu salah satu cara</i> <i>untuk menumbuhkan cinta</i>
<b>So once again let's appreciate our</b> <b>uniqueness</b>	<i>Dengan begitu, orang akan</i> <i>membela minoritas</i>

<p>And at the same time appreciate our flaws Because we were born different from other Embrace our diversity and respect one another.</p>	<p><i>Dan akan menikmati hasilnya berkat keringat dan air mata mereka.</i></p> <p><i>Jadi sekali lagi mari kita hargai keunikan kita Dan pada saat yang sama hargai kekurangan kita Karena kita dilahirkan berbeda dari yang lain Rangkullah keragaman kita dan hormati satu sama lain.</i></p>
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The poem above reflects one of multicultural value which is cultural diversity. In the first the poet started the poems by some questions related to physical appearance. It is undeniable that in our society the color of the skin still defined as the social status, at this point the poet tries to criticize that mindset. Nayaka tries to deliver the message of appreciating cultural diversity in the second and the third stanza. It was supported by this line "We need to embrace ourselves in diversity". Furthermore, the fourth stanza also contained the value of appreciating cultural diversity. The poet realized the importance of inculcating cultural diversity, and through this poem he persuaded the readers to embrace diversity since diversity is a priceless source of national wealth.

## 2. Social Class Equality

According to Miller (1998), there are two different types of equality: distributive equality, which calls for the equitable distribution of some social goods, and social equality, which refers to a social ideal—"the ideal of a society that is not marked by status divisions such that one can place different people in hierarchically ranked categories" (Miller 1998, p. 23). Most discussions of equality seem to be about the former kind, and yet Miller believes that it is important not to neglect social equality as it identifies 'a form of life in which people in a very important sense treat one another as equals'. In this research, there is a poem written by Nur Fharida which is indicated of having lexical density regarded to social class equality.

**Table 2.1 Social Class Equality**

<p><b>Title :Song for the King</b> Nur Fharida Yunita</p>
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Our voices are a song to the king Our voices are so beautiful to the king till he didn't know the gap between singing and weeping Our wails of misery were melodies of awe to him	<i>Suara kita adalah nyanyian bagi raja Suara kami sangat indah bagi raja sampai dia tidak tahu jarak antara bernyanyi dan menangis Ratapan kesengsaraan kami adalah melodi kekaguman baginya</i>
We demand knowledge and equality All he did was listen and giggling and said "you can just read is already a blessing" but all we can do is nothing, because he's the "King"	<i>Kami menuntut pengetahuan dan kesetaraan Yang dia lakukan hanyalah mendengarkan dan cekikikan dan berkata "kamu bisa membaca saja sudah berkah" tapi yang bisa kita lakukan hanyalah apa-apa, karena dia adalah "Raja"</i>
The king gave the nobles fab rooms with full amenities We're given rickety rooms that love to squeak The king gave the nobles mighty horses, swords and shields We're given a stupid donkey and a wooden stick	<i>Raja memberi para bangsawan kamar yang luar biasa dengan fasilitas lengkap Kami diberi kamar reyot yang suka mencicit Raja memberi para bangsawan kuda, pedang, dan perisai yang perkasa Kami diberi keledai bodoh dan tongkat kayu</i>
Being a king is easy Just say a sweet promise to the foolish They'll believe and serve gladly Without realizing that it was a bullshit	<i>Menjadi raja itu mudah Katakan saja janji manis kepada yang bodoh Mereka akan percaya dan melayani dengan senang hati Tanpa disadari bahwa itu adalah omong kosong</i>

The value of multiculturalism embodied in the poem is the absence of social class equality. In this poem, Nur Fharida metaphorize the king as someone who is powerful and influential in a society. In the first stanza the poet stated " Our voices are a song to the king". This line means that "voices" represent the aspiration of the people in society. They demand the educational equality, unfortunately the reaction of the "king" is different with their

expectation, this idea was supported by the line "you can just read is already a blessing". This poem portray the educational equality among society which is still needed to be improved by the government.

### 3. Respecting ethnic and racial diversity

Mutual respect and acceptance of the presence of racial and ethnic differences constitute the core values of multiculturalism in the poem's text. During the data collection, the researchers found one poem written by Nurhaliza which is indicated of having one of multicultural value, respecting ethnic and racial diversity.

**Table 3.1 Respecting ethnic and racial diversity**

Title : Multicultural in the same place	
Nurhaliza	
This country looks so pretty	<i>Negara ini terlihat sangat cantik</i>
Many ethnics live here peacefully	<i>Banyak etnis tinggal di sini dengan damai</i>
Like the colour of rainbow after rain	<i>Seperti warna pelangi setelah hujan</i>
Being united but different	<i>Menjadi satu namun berbeda</i>
With different individual backgrounds	<i>Dengan latar belakang individu yang berbeda</i>
With different own traditions	<i>Dengan tradisi yang berbeda</i>
We respect each other	<i>Kami saling menghormati</i>
Avoid what they called war	<i>Hindari apa yang mereka sebut perang</i>
Hope we can live side by side	<i>Semoga kita bisa hidup berdampingan</i>
For the unity of this country	<i>Demi keutuhan negeri ini</i>
So the whole world know that	<i>Jadi seluruh dunia tahu</i>
Live with serenity like harmony	<i>Hiduplah dengan ketenangan seperti harmoni</i>

This poem was written by Nurhaliza, a student of English Literature in Mulawarman University. The researchers classified this poem as having the value of respecting ethnic and racial diversity as described in the second stanza. This idea was justified by the line 5,6,7 and 8 which said "With different own tradition, We respect each other, Avoid what they called war". At this point, Nurhaliza understand and could accept that there are many different cultures other than their own. We need to begin considering the advantages of many cultures and how being surrounded by people from all backgrounds can improve our lives.

**Table 3.2 Respecting ethnic and racial diversity**

Title: Multicultural Village	
Muhammad Kevin Syaida	
So many shades; black, brown and white reside her	<i>Begitu banyak nuansa; hitam, coklat dan putih</i>
Bound to stick together in this village	<i>Terikat untuk tetap bersatu di desa ini</i>
Being different from each other is the uniqueness	<i>Menjadi berbeda satu sama lain adalah keunikannya</i>
They care for each other in their own ways	<i>Mereka peduli satu sama lain dengan caranya masing-masing</i>
With all kinds of plants and animals	<i>Dengan segala jenis tumbuhan dan hewan</i>
Some people might think it is an ancient village	<i>Beberapa orang mungkin mengira itu adalah desa kuno</i>
it is not a big problem for the villagers	<i>itu bukan masalah besar bagi penduduk desa</i>
in this dazzling villages	<i>di desa-desa yang mempesona ini</i>
How wiseful the villagers are	<i>Betapa bijaknya penduduk desa</i>
Any resentment will not be sound there	<i>Kekesalan apa pun tidak akan terdengar di sana</i>
I truly wish I were part of them	<i>Saya benar-benar berharap saya menjadi bagian dari mereka</i>
How can I not admire them ?	<i>Bagaimana saya tidak mengagumi mereka?</i>

This poem was written by Muhammad Kevin Syaida, a student of English literature in Mulawarman University. The value of respecting ethnic and racial diversity portrayed in stanza 1 line 4 “ They care for each other in their own ways”. In the last stanza, the poet stated “How wiseful the villagers are, any resentment will not be sound there”. It can be interpreted as the value of multiculturalism since the meaning to soften the indifference of tolerance, and embraces it with the genuine humanity of acceptance. It is a bridge between the divide of tolerance and acceptance.

#### 4. Respect for Religious Diversity

Any community that values religious variety must also recognize that religious freedom is a fundamental human right that all states have a duty to protect. During the process of classifying data, the researchers found two poems indicated of having multicultural value, respect for religious diversity. Those poems were written by Angel and Aisyah Hanifah.

**Table 4.1 Respect for Religious Diversity**

Title : My Multicultural Indonesia	
Angel	
Indonesia,a multicultural town	<i>Indonesia, kota multikultural</i>
All shades live here. Black,white,and brown	<i>Semua nuansa tinggal di sini.</i>
Different music,dance and song	<i>Hitam, putih, dan coklat</i>
And little in common they share	

<p>Their bonds to their own cultures strong          And from different backgrounds also different goals          They look at life in a different way          For them multiculturalism has few appeals</p> <p>To different Gods they kneel and pray          With different political views and such          In common they don't have that much          Not alone here but crowded</p> <p>Culture, politics, and religion peoples have          People like birds and animals more inclined          To socialize with their own kind          This is Indonesia.</p>	<p><i>Musik, tarian, dan lagu yang berbeda          Dan sedikit kesamaan yang mereka bagikan</i></p> <p><i>Ikatan mereka dengan budaya mereka sendiri kuat          Dan dari latar belakang yang berbeda juga tujuan yang berbeda          Mereka memandang hidup dengan cara yang berbeda          Bagi mereka multikulturalisme memiliki sedikit daya tarik</i></p> <p><i>Kepada Tuhan yang berbeda mereka berlutut dan berdoa          Dengan pandangan politik yang berbeda dan semacamnya          Secara umum mereka tidak memiliki sebanyak itu          Tidak sendirian di sini tapi ramai</i></p> <p><i>Budaya, politik, dan agama yang dimiliki masyarakat          Orang-orang menyukai burung dan hewan lebih cenderung          Untuk bersosialisasi dengan jenis mereka sendiri          Inilah Indonesia.</i></p>
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Respect for religious diversity is an essential element of any peaceful society, and religious freedom is a universal human right. In the third stanza, Angel stated "To different Gods they kneel and pray". At this point, she's aware of religious diversity in our country and she portrayed a positive perception toward this multicultural condition. This statement was supported in third stanza, "In common they don't have that much, Not alone here but crowded". Furthermore, the poet also criticize that people whose religion is the same have some tendencies to socialize in their own group.

**Table 4.2 Respect for Religious Diversity**

Title : One Peace	
Aisyah Hanifah Nur Fauziyah	
In that difference, there is magnificent	<i>Dalam perbedaan itu, ada keindahan</i>
Like the colors of a rainbow	<i>Seperti warna pelangi</i>
In that diversity, there is energy	<i>Dalam keragaman itu, ada energi</i>
Like the clean water, tolerance flow	<i>Seperti air bersih, toleransi mengalir</i>
Not for win or lose	<i>Bukan untuk menang atau kalah</i>
We build relationship and spread love	<i>Kami membangun hubungan dan menyebarkan cinta</i>
Not for truth debate	<i>Bukan untuk debat kebenaran</i>

In that difference, we respect each other Open heart protect equality In that diversity, we make it together Strengthen this fraternity	<i>Jangan biarkan tembok memisahkan kita Dalam perbedaan itu, kita saling menghormati Buka hati melindungi kesetaraan Dalam keberagaman itu, kita membuatnya bersama Kuatkan persaudaraan ini</i>
Make this world comfort place For all human being Aspire the eternal peace For all of us living	<i>Jadikan dunia ini tempat yang nyaman Untuk semua manusia Mendambakan kedamaian abadi Untuk kita semua hidup</i>

## 5. Equal Diversity of Right

As long as people are respected and encouraged for their specific originality and uniqueness, their needs can be satisfied and their contributions may be efficiently tapped. Diversity amounts to personalization. Human rights are norms that ensure that everyone is treated with respect and receives the fundamental rights to which they are legally entitled simply because they are human. After the process of collecting and analyzing data, the researcher found two poems indicated as having the value of Equal Diversity of Right.

**Table 5.1 Equal Diversity of Right**

<b>Title: The Reality Of Justice</b>	
By Jihan Aqilah Evendi	
The one with the power	<i>Yang punya kekuatan</i>
The one with the money is the winner, Meanwhile	<i>Yang punya uang adalah pemenangnya, Sementara itu</i>
The little people become the target	<i>Rakyat kecil menjadi sasarannya Orang miskin akan menderita</i>
The poor will be suffer	<i>Tumpul ke atas dan tajam ke bawah</i>
Blunt upwards and sharp downwards	<i>Itulah realitas hukum Tidak ada keadilan dalam kenyataan</i>
That is the reality of the law	
There is no justice in reality	

This poem was written by Jihan. It criticizes the absence of equal diversity of right. In the first stanza, she highlighted that someone who has money and power is the winner. It reflects the social gap among society, in which the poor usually was not treated equally by the system. Through this poem she tried to expressed her opinion and furthermore criticized the system. As a multicultural country, the absence of equal diversity of right should be concerned. Government should create harmonious condition to maintain the peacefulness among society.

## 6. Pluralism

Pluralism is an ideology for coexisting in a diverse society; it is more than just tolerance or relativism; it is a genuine meeting of commitments. In this research, there are two poems classified in pluralism.

**Table 6.1 Pluralism**

<b>Multiculturalism</b>	
By Ade zaizah	
<p><b>Look, look around</b> <b>Isles floating on the maritime</b></p> <p><b>Separated by path that never stops</b> <b>Embodies the life and its tone</b></p> <p><b>Look, look at life</b> <b>Long shady buildings with exotic carve</b> <b>Tune cradles make us shake a leg</b></p> <p><b>Focus glows on the chic old dress</b></p> <p><b>Look, look at everything</b> <b>Thousands become one</b></p> <p><b>Interact under an eagle grip</b> <b>Different, I adore</b></p>	<p><i>Lihat, lihat sekeliling</i> <i>Pulau-pulau terapung di laut</i> <i>Dipisahkan oleh jalan yang tak pernah berhenti</i> <i>Mewujudkan kehidupan dan nadanya</i></p> <p><i>Lihat, lihat hidup</i> <i>Bangunan panjang yang rindang dengan pahatan yang eksotis</i> <i>Tune cradles membuat kita menggoyangkan kaki</i> <i>Fokus bersinar pada gaun tua yang apik</i></p> <p><i>Lihat, lihat semuanya</i> <i>Ribuan menjadi satu</i> <i>Berinteraksi di bawah cengkeraman elang</i> <i>Berbeda, saya suka</i></p>

## 7. Educational Equality

Every student should have access to the materials required to learn the fundamental workplace skills of reading, writing, and simple math for equity in education. Success in education is determined by its results rather than by the amount of money invested in it. In this research, one poem written by Rafidah Halimah is classified as having the value of educational equality.

**Table 7.1 Educational Equality**

<b>Title : One Way</b>
Rafidah Halimah Nurtyas

<p><b>Dreams were nurtured when minds find the way Not only in the air of the class, but all in point Might have a noble that cause sets heart alight A quest for equality, for all section stand</b></p> <p><b>In classroom bustling with hopes anew, someone is hoping Desire for grab the success by pleasing there Must be educate, people spew their minds How bias it is for reach the top</b></p> <p><b>Brain run, heart echoes all along with the time Ache all the reality if not done it, terrifying Silence screams made it deep down flat, Equality definitely not in the side of education Lucky you, lucky he, lucky she, lucky them, But mine is spell luckless and cursed Someone easily grab their bunch of books, running late for class Fate for me to jealous at all impossible life</b></p>	<p><i>Mimpi dipelihara ketika pikiran menemukan jalannya Tidak hanya di udara kelas, tetapi semuanya pada intinya Mungkin memiliki seorang bangsawan yang menyebabkan hati berkobar Sebuah pencarian untuk kesetaraan, untuk semua stand bagian</i></p> <p><i>Di kelas yang penuh dengan harapan baru, seseorang berharap Hasrat untuk meraih kesuksesan dengan menyenangkan di sana Harus mendidik, orang memuntahkan pikiran mereka Betapa biasanya untuk mencapai puncak</i></p> <p><i>Otak berlari, hati bergema sepanjang waktu Sakit semua kenyataan jika tidak dilakukan, menakutkan Teriakan diam membuatnya jauh di bawah rata, Kesetaraan jelas bukan di sisi pendidikan</i></p> <p><i>Beruntung kamu, beruntung dia, beruntung dia, beruntung mereka, Tapi mantraku tidak beruntung dan terkutuk Seseorang dengan mudah mengambil banyak buku mereka, terlambat masuk kelas Nasib bagi saya untuk cemburu sama sekali tidak mungkin hidup</i></p>
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This poem criticizes the absence of educational equality among society. The poet stated in the third stanza 'Equality definitely not in the side of education'

## E. CONCLUSION

The results of this study shows that there are three poems classified as having the value of cultural diversity. Two poems are notifiable as having social class equality. The researchers also found that two poems indicated of having the value of respecting ethnic and racial diversity. Specifically, two poems contained the value of Equal Diversity of Right and two poems indicated of having the value of pluralism. For instance, one poem applied the value of Educational Equality.

Based on the description in the discussion above it can be concluded that Mulawarman University Students have understood and aware of the value of multiculturalism. This research also revealed that Mulawarman University Students have already prepared to face the multicultural condition for the presence of IKN in East Borneo. Indonesia is a multicultural country made up of people of various races, ethnic groups, cultures, and faiths.

Tolerance, mutual respect, and other virtues allow the people to coexist peacefully. Despite their differences in ethnic background, colour, customs, culture, and religion, they generally do not care about these distinctions in their associations. Ethnic variety, ethnicity, customs, culture, and religion combine to make Indonesia a great and wealthy country while also serving as proof of God's excellence, grandeur, and strength.

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# CaLLs



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