



**TECHNIUM**  
**SOCIAL SCIENCES JOURNAL**

**Vol. 29, 2022**

**A new decade  
for social changes**

[www.techniumscience.com](http://www.techniumscience.com)

ISSN 2668-7798



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## Multicultural education during pandemics

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**Abstract.** As a result of cultural, ethnic, racial, and religious variety, multicultural education aims to help students reach their full potential. The philosophy of cultural diversity based on equality, mutual respect, acceptance, and understanding, as well as a moral commitment to social justice, is at the heart of multicultural education. After World War II, a slew of new ideas and concepts concerning multiculturalism began to emerge in education. To comprehend interculturalism, one must consider advances in international politics, including human rights and independence from colonialism, as well as the rising diversity among western nations due to increased migration from newly independent countries. And Europe, too, of course. An attitude of "caring" and "wanting to understand (different)" or "politics of recognition," the politics of recognizing persons from minority groups, is the foundation of multicultural education. A broader view of society is taken in multicultural education. On the basis of the fundamental belief that the attitude of "indifference" and "non-recognition" is not just founded in the inequity. In light of the COVID-19 outbreak, I've decided to write on intercultural education.

**Keywords.** Multicultural education, covid -19, influence.

### **1. Introduction**

People in Indonesia come from a wide range of ethnic backgrounds and civilizations. Because of the wide variety of religious and cultural affiliations among its citizens, Indonesian society is truly multicultural. The Indonesian nation can be described as a multicultural nation because of the country's diversity and pluralism. Multiculturalism differs conceptually from diversity or diversity as a concept. Aside from religious and cultural variety, the concept of multiculturalism also incorporates themes of equality. A strong interaction between individuals and the society and the surrounding cultural environment is established through education as a process of developing human resources (HR). But education is also a process of "humanizing humans," in which individuals are expected to gain a better understanding of their own self, others, the natural world, and the cultures in which they live. As a result of this, education is inseparable from the society in which it takes place because its primary goal is to cultivate a person's sense of taste, initiative and work ethic. Cultural differences make it difficult to meet these educational objectives. Developing human resources with strong character who can tolerate other cultures—another culture—requires education that can accommodate and teach how to construct and learn to tolerate another culture. As a result, education that has a multicultural foundation is an important part of that solution. All potentials can be developed

by linking education with multiculturalism in order to respect cultural, ethnic, religious, and racial variety in the world.

In Wuhan, China, on December 31st, 2019, a similar case of unexplained pneumonia was reported (Lee, 2020). The problem was caused by the Coronavirus COVID-19 (Corona Virus Disease-2019). This virus is notable for its rapid propagation. COVID-19 has become a global pandemic, with 4,534,0731 confirmed positive cases in 216 countries, according to WHO data (Update: 17-05-2020). Indonesia has also had an outbreak of the Coronavirus since the beginning of March. Numerous facets of human existence have been impacted by the COVID-19 pandemic. When the UN learned of this, they were enraged. Education was one of the areas hardest hit by the Coronavirus discovered by the International Organization, based in New York City, USA. It was even worse since it happened quickly and on a large scale.

More than a dozen countries have been affected by the COVID-19 outbreak, according to a March 7, 2020, ABC News story. At least 290.5 million children around the world had their learning activities delayed because to school closures, according to data from UNESCO. The coronavirus outbreak has also exhibited intervention at the university level in the United States in the United States of America. The international student exchange program must be halted due to COVID-19, and most US universities do so.

A number of measures have been taken by the Indonesian government to limit the spread of the Coronavirus, including establishing social and physical separation, as well as large-scale societal restrictions. COVID-19 policies have a wide-ranging impact on a wide range of industries, including education in Indonesia. Students, instructors, and parents should all be tested for the COVID-19 virus as a result of the recent outbreak (Sun et al., 2020). During a pandemic, they believe that time, location, and distance are major issues. It is possible to overcome the difficulties of face-to-face learning by using distance learning. Keeping classes going even after schools have closed is a challenge for educators at all levels. The breakout of COVID-19 has sparked a wave of simultaneous online education. Teachers and educators must make an unprecedented migration from face-to-face education to online or remote education as an essential component of teaching (Bao, 2020; Basilaia & Kvavadze, 2020). Technology advancements that go beyond the present 4.0 revolution help this. Even when teachers and students are located in different parts of the world, online learning is able to successfully carry out learning (Verawardina et al., 2020). This could be a solution to the issue of kids being slow to pick up new information. For Luh Devi Herliandry et al, Learning During the COVID 19 Pandemic Period to continue online learning during the pandemic, instructional features have to be included.

Innovation and adaptability in the use of existing technology to help the learning process is urgent in the current context (Ahmed et al., 2020). The technique necessitates online communication and knowledge transfer between educators and students. Learning management systems, software, websites, and social networks can all be used to enhance online education (Gunawan et al., 2020). A variety of conversation methods and other methods of knowledge sharing can be supported by these varied platforms.

## **2. Discussion**

### **Education**

It is "a civilizing idea, and because the education process is a civilizing process, a multicultural society can be formed through an educational process" multiculturalism (HAR Tilaar, 2004). Multicultural education is education based on multiculturalism, and education and civilizing are shaping the character of the nation and its citizens. Citizenship Education

(2007) by Toblerone and colleagues states that multicultural education can be viewed in three ways: 1) multicultural education as a concept or idea, 2) multicultural education as a movement, and (3) multicultural education as a practice. Multicultural education, then, necessitates thorough research, proper filling and enrichment of concepts, and cautious implementation.

As stated in Law No. 20 of 2003, which governs the National Education System, the purpose of education is to "develop capabilities, shape the character, and civilization of a dignified nation" in order to "develop the potential of students to become human beings of faith and noble character, healthy, knowledgeable and capable of creative independence and to become a democratically and responsible citizen," as stated in the law. For the education role to be successful, it is necessary to have well-rounded individuals who are democratic and accountable, as well as possessing character. Consequently, the development of a citizen character based on intercultural harmony and learning to live together is an essential purpose of national education (UNESCO). For example, the Ministry of Education has published a policy that follows the new paradigm of education, which is to develop a future curriculum that emphasizes learning to be, knowing more and doing more. Diversity and pluralism present a variety of challenges, and these challenges are exacerbated by disparities in multicultural education, which is a result of education and multiculturalism.

Teaching, training, methods, actions, and techniques to educate are all used in the process of educating individuals and groups of people. Education, on the other hand, is the dissemination of information. Multiculturalism, on the other hand, is derived from the word culture, which denotes culture, tradition, etiquette, or preservation in its etymological sense. The terms "education" and "multiculturalism" convey a concept that is the process of maximizing the whole range of human potentials while also acknowledging and valuing differences in race, ethnicity, religion, and other forms of cultural and racial identity. There are three ways to teach multiculturalism: through non-formal education in the community, informal education in the home, and formal education in the classroom (formal).

The objectives and principles of multicultural-based education

The purposes of multicultural-based education can be identified:

- a. To function the role of schools in viewing the existence of diverse students.
- b. To assist students in developing favorable treatment of differences in cultural, racial, ethnic, religious groups.
- c. Provide resilience in students by teaching them decision-making and social skills.
- d. To assist students in building cross-cultural interdependence and give them a positive picture of group differences.

The principles of multicultural education are:

- (a) the selection of subject matter must be culturally open based on students. This openness must bring together opposing opinions and different interpretations.
- (b) the selected subject matter must contain differences and similarities across groups;
- (c) the chosen subject matter must be following the context of time and place;
- (d) the teaching of all lessons must describe and build upon.

Education should contain an interactive teaching and learning model to be easy to understand. From the descriptions of multicultural education, it can be understood that this multicultural education aims to create a harmonious life in a pluralistic society.

### **Implementation of multicultural education**

indifferent countries. When looking at one example of multicultural education in America, as quoted by Tilaar from Banks' research results, the performance of multicultural education in America includes various dimensions, namely:

1. Curriculum dimension, namely that the cultural norms conveyed to students are integrated with a single subject—lessons, with a precise formulation of competencies.
2. The scientific dimension, namely that the scientific formulation of the cultural norms and rules that will be conveyed, is formulated through a historical research process by looking at the historical experiences of figures who are very consistent in fighting for multiculturalism.
3. Fair learning treatment must be delivered relatively and reasonably, without differentiating the treatment of those from certain ethnicities or certain economic strata.
4. Empowerment of school culture, namely that the school environment as a hidden curriculum, must support the development and foster multiculturalism, both in the provision of learning facilities, worship facilities, administrative services, and various other services.

Citing the American experience, the procedure that must be followed in implementing multicultural education in Indonesia is curriculum preparation, namely inserting various competencies that students must have about multiculturalism in relevant subjects because multiculturalism is only a movement and has not yet become a comprehensive science. Then, it is followed by the formulation of various materials that follow the competencies to be achieved, followed by the formulation of a learning process that provides more opportunities for students to foster and develop attitudes and knowledge, and social skills related to efforts to establish multicultural perspectives. Indonesia itself does not have

### **The Covid-19 Threat in a Multicultural Society**

Multicultural is derived from the term multi, which means many/diverse, while cultural refers to a particular culture. Multicultural refers to a wide range of different cultures. In order to appreciate the differences across cultures, it is important to recognize that they all have traits that are distinct from one another (Rustanto, 2015). The population of Indonesia is extremely diverse. There is a wide range of religions and races in Indonesia, as well as multiple cultures, a common agreement, and a propensity for conflict in the society. When it comes to a multicultural community in the West Muna Regency, things are rather different. Covid-19 is currently beset with issues that put the economy in jeopardy and undermine multicultural society's cohesiveness. President's Decrees No. 11 of 2020, establishing a state of health emergency due to the outbreak, and No. 20, imposing Social Restriction Provisions on a Large Scale, are examples of Presidential Regulations (PPSB). Additionally, the administration is advising everyone to remain indoors. In addition, the government encourages people to practice their faith in their own homes. Covid-19's proliferation in this country will be slowed or even halted if social limitations are implemented. That way, new habits, such as the behavior of people who just consider themselves and their immediate wants, might evolve, causing the social solidarity in a multicultural society to weaken. This includes things like cleaning up the environment and participating in community-based events such as weddings and religious gatherings. There will be new dangers if we don't deal with this issue right away. Efforts must be made to avoid the social unity of a multicultural society from being broken.

### **Multicultural Education in the Pandemic Period Multicultural**

In the event of a pandemic, education must continue and be socialized despite the fact that there are many different factors at play; the only difference is the strategy used to prevent

a large number of viral transmission rates and to lower the mortality rate until the situation has stabilized. This multicultural education, despite being slightly different, is nonetheless carried out optimally in order to attain the goals that were wanted collectively. Multicultural education continues to be socialized in all aspects of education. As a result, the socialization process will be impeded, preventing it from accomplishing the educational objectives themselves.

### **The impact of the COVID-19 pandemic on Covid-19 education**

Is a major influence on education, thus policies such as social segregation and physical separation are employed to limit the development of COVID-19. These policies encourage all aspects of education to remain active during the closure of schools. School closures are the most effective means of limiting outbreaks among children. The suggested answer is to implement home learning by making use of a variety of supporting resources. Because to the COVID-19 epidemic, students can finish the balance of the semester by studying at home or online.

Video, audio, graphics, text communication and software are all used to convey knowledge in online learning (Basilaia & Kvavadze, 2020). (Zhu & Liu, 2020). During the COVID-19 pandemic, this is an adaptation of knowledge sharing through internet forums (Basilaia & Kvavadze, 2020) and digital technology trends. Using the internet as a teaching and learning tool has several advantages (Banggur et al., 2018). In addition, it is critical that educators and students are ready to collaborate online. The infrastructure offers free online learning via multiple discussion rooms, such as Google Classroom, Whatsapp, Smart Class, Zenius, Quipper, and Microsoft Office 365. (Abidah et al., 2020). Whatsapp Groups can be used to transmit text messages, photos, videos, and files in a variety of formats to all members of the group at the same time (Kusuma & Hamidah, 2020). Teachers and educators can also use Google Classroom to develop innovative teaching methods.

Face-to-face discussions and knowledge transfer are similar to those conducted using publicly available and free video teleconferencing systems like Zoom and Google Meet. In a virtual classroom, students and teachers can communicate with each other using the platform's instant messaging and presenting tools (Wiranda & Adri, 2019). These many services can aid in the transfer of knowledge to debates pertaining to learning content. In addition, all local resources, such as television channels, are utilized nationwide for educational purposes (Zhou et al., 2020). The TVRI channel in Indonesia is used to transmit educational programming across the country. The broadcast content is categorized according to the degree of education in Indonesia's school curriculum. During the COVID-19 epidemic, a range of platforms and resources are accessible to aid in the learning process. Discussions, presentations, and assignments are all examples of learning activities. With regard to the findings of Firman and Rahayu (2020), this is consistent. Increasing the level of learner interaction is necessary in order to enhance observational learning. Reading, understanding forum messages, and participating in online discussions on educational videos all count as forms of this behavior (Zayapragassarazan, 2020). There are no constraints on space or time, so students will learn how to gather and organize material relating to the assigned project in an efficient manner. This is due to the fact that online learning allows students to access information and knowledge from the comfort of their own homes and workplaces. In order to assess the effectiveness of online instruction and make necessary adjustments, educators must take on this role. It's critical to maintain educational objectives such as the acquisition of information, virtues, abilities, intelligence, and aesthetic sensibility through fostering these kinds of learning experiences (Dai & Lin, 2020; Zhu & Liu, 2020). Because the shift to online learning impairs students' ability to retain information (Dewi, 2020).

Parents and educators must work together to ensure that pupils are able to function independently while the COVID-19 epidemic is underway. Educators and students in online learning face a variety of challenges, of course. The internet is not available in every part of Indonesia due to the country's various regional characteristics. There is always a delay in the spread of internet networks (Khasanah et al., 2020). Students' health can also be harmed as a result of excessive internet use. Parents' ability to supply online education resources, such as internet access (which costs money) was also found to be a barrier (Obiakor & Adeniran, 2020). (Jones & Sharma, 2019; Purwanto et al., 2020). "Learning during the Covid 19 Pandemic" by Luh Devi Herliandry and others In order to improve education, it is necessary to assess these issues. The idea is to tailor online instruction to the specific needs of the students (Zhang et al., 2020). During the COVID-19 epidemic, it is critical that children develop self-reliance and learning capabilities.

### **The effect of the COVID-19 pandemic on teaching and learning activities in elementary schools**

#### **a. Influence on students**

When students have so much control over their education and learning at home, they feel obliged to study from home even if they lack necessary facilities and infrastructure. It is critical that students have access to the necessary technology to fully participate in the online teaching and learning process, which is why students should be given with devices like laptops, computers, or mobile phones as soon as possible. It's also a problem that students don't yet have a culture of distance learning because so far, the learning system has been implemented face-to-face; students are accustomed, for example, to being at school to interact with their friends, play and joke around, and meet face-to-face with their teachers. As a result, their ability to absorb new information will be negatively impacted. As a result, children are bored because schools are closed for long periods of time, and they are also bored at home. Because they're used to going to school every day, they're eager to get back in the classroom and play with their peers. And with the teachers face-to-face, as well. As a result, students will be less inclined to interact with their peers, teachers, and others at school if they are able to play and interact with their friends at school but are alone with their parents at home. Because of the Covid-19 pandemic, students must study and be prepared to teach remotely utilizing technology, whether they like it or not. To raise the academic standards of primary school pupils, every school creates tools and systems for distant learning and offers technical support to instructors who wish to put these resources to good use. Parental aid is still required for children in grades 1-3, at least in the preparation of technology before and after online learning so that pupils can participate in online learning. For this reason, parental support and cooperation are critical to the success of education.

#### **b. Influence on parents**

The increasing cost of obtaining internet quotas has an effect on parents because online technology necessitates the use of a network connection and quotas. Because of this, the internet allotment level will rise, which will put more strain on parents' wallets. The cost of purchasing an internet quota will rise automatically if more quotas are required to perform online learning for several months. In addition, parents believe that they must devote more of their own time to their children's online education. Attending online school will unquestionably interfere with their regular employment activities, therefore they must devote more time to their kids'

educations. Days will be shortened, but parents may also participate in their children's education and assist in the completion of duties.

It's also true that online education pushes parents to learn and be ready to educate remotely via technology, whether they like it or not. To raise the quality of their children, parents must prepare remote learning tools and methods and guide their children to use current technology in their education. As a result of their exhaustion at work and the demands placed on them by their children's teachers, many parents take their frustration out on the instructor. Many parents, on the other hand, are grateful for this service since they know how difficult it is to teach two children at home, much less a class of 20. When it comes to merging online activities with face-to-face encounters, Yoo (2014) believes that the ideal and the reality are very different.

c. Influence on teachers

As a result, some instructors are unable to use internet technology or social media effectively as a learning tool, and they require guidance and training before they can do it on their own; this has a significant impact on teachers. Teacher proficiency with technology will have an impact on the quality of educational programs. As a result, teachers must be educated in online learning before a program can begin. When teaching and learning online from home without proper facilities and infrastructure, how much of an impact does the teacher have? The availability of a laptop, computer, or mobile phone for students to use while learning online is critical; this makes it easier for teachers to give online teaching and learning materials. It's a challenge for instructors to adapt to distance learning because they're used to being in school and interacting with students face-to-face, but with the distance learning technique teachers face new changes that will have an indirect impact on the quality of learning results. Teachers are negatively impacted as a result of the prolonged closure of schools, as they become bored and miss the opportunity to socialize with their peers. Even if they can play and engage with other teachers and children at school, teachers will also lose their social spirit if they're forced to spend all of their time alone at home.

So, whether they choose to or not, teachers must learn and prepare for teaching remotely using technology as a result of the Covid-19 pandemic. To raise the academic standards of primary school pupils, every school creates tools and systems for distant learning and offers technical support to instructors who wish to put these resources to good use. The cost of purchasing an internet quota will rise automatically if more quotas are required to perform online learning for several months. Online Home Learning necessitates increased technological proficiency among teachers. There needs to be a smooth flow of communication between schools, instructors, and parents. As a result, the teacher will have to pay for both material and non-material expenses such as telephone and internet credit, as well as time. As a teacher, you are responsible for providing technical support to parents if their children's devices or computers experience problems that are related to the technology utilized in the classroom. For online education to be successful, it is essential that all participants have the right mindset.

Parents and teachers must work together to ensure that their children are able to fully participate in their education. There needs to be a smooth flow of communication between schools, instructors, and parents.

### **Revitalization of Social**

Solidarity In the Muna Regency, especially in Suka Damai Village, there is a strong sense of camaraderie among the many ethnic groups. Helping out in times of calamity, cleaning up the environment, and inviting friends and neighbors are all examples of gotong royong

(Botty, 2017). To stop the spread of COVID-19, the government instituted a strategy of social distance during this outbreak (physical distancing). There are three methods of isolation: self-isolation, contact tracing, and hospitalization. These policies make the community's economies more difficult to operate. Additionally, the author depicts a threat that is no less significant, namely the breach in social cohesion in general and a multicultural society in particular.

Cohesion between individuals, groups, and communities working together for the common good without regard for distinctions in ethnicity and religion is called solidarity. People who lack solidarity need to be taught how to cultivate it, and those who already have it need to be maintained or bolstered. Emile Durkheim's concept of solidarity refers to the way people regard a part of themselves as belonging to a larger whole (Ritzer, 2014). There are two sorts of social solidarity, mechanical and organic, according to him: In a multicultural society, there is an inherent sense of community. This solidarity is defined by a sense of oneness despite the fact that the people involved are from many backgrounds, be they ethnic or religious. There has been a breakdown in social cohesion as a result of the proliferation of technology and communication, especially in heterogeneous societies. In Suka Damai Village in West Muna Regency, things are quite different. This area has developed a very high degree of social solidarity.

In a multicultural culture, this kind of solidarity can be found in the interplay between religion and ethnicity. Because they know they can't do it all on their own, people in multicultural communities have a strong sense of community. In other words, we live in what Emile Durkheim called a "mechanic solidarity" society, where everyone is interdependent and complementary with everyone else. There must be a revival of social solidarity as a solution to this issue. Reviving values that have changed but still place an emphasis on health care is the goal of social revitalization. Preparations that can be made include washing hands often with soap, not touching or keeping a distance, and wearing a mask to prevent the spread of Covid-19 (Bambang Sumitro, 2020).

Rebuilding the social solidarity that was shattered by the Covid-19 pandemic is the goal of this paper's rehabilitation of multicultural community social solidarity. There are two aims in mind with this concept. Additionally, it promotes social cohesion in a multicultural culture that demands collective awareness from the government, health, security, and society to break the cycle of Covid-19 dissemination.

#### 1. Government

The government is the center for providing policies and controlling activities in and determining actions in the form of providing rules for the game for the community. To handle Covid-19, the government's duties and roles are people who enter and leave the area, instruct security to guard every territorial boundary, and guide the health team to control the health of the people who enter and leave the site.

#### 2. Health Team

The health team also has a crucial role, namely every community that enters and leaves an area, in cooperation activities in the community. Multicultural activities such as cleaning the environment, weddings, religious events, the medical team continues to oversee so that the solidarity of the multicultural society is maintained.

#### 3. Security

In this case, the TNI/POLRI and the Covid-19 group team maintain security at the regional boundaries and accompany the health team to help the community continue to carry out activities in the community. As in worship activities, the TNI/POLRI security team is on

guard in front of the house of worship so that people don't pass by to stop praying at the place. The same goes for other social activities.

#### 4. Society

As a description of the steps, people still leave their homes wearing masks, wash their hands after handling objects such as money and goods, take off their clothes and then soak them in detergent soap after leaving the house. The security aspect is by controlling people leaving the area and entering the site. In this way, in a multicultural society in a room, social solidarity is maintained by adding new habits, namely a culture of healthy living. To carry out revitalization, the community and medical personnel, security, and local government are needed. The community is allowed to interact in the community, such as cooperation in cleaning the environment, cooperation on national holidays, religious events, cultural events, wedding parties, and helping when there is a disaster and grief while still paying attention to health protocols. So that this phenomenon will create a new habit, namely the social solidarity of a multicultural community that behaves in a clean and healthy life

#### *Multiculturalism in Indonesia: An Educational Challenge*

Many ethnic groups, religions, races, and social classes exist in Indonesia. In other words, as multicultural as the United States, Australia, Great Britain, and other developed countries.. As previously stated, each nation has a unique history, despite its diversity. Multicultural education has the potential to accomplish a number of important goals, including: a) increasing community self-awareness; b) increasing community cultural awareness; c) enhancing intercultural competence among cultures; d) eliminating racism and other forms of prejudice; e) cultivating a sense of earthly belonging; and f) increasing social development willingness and ability (Scholaria, Vol. 2, No. 1, January 2012: 125-126).

Lastly, a number of factors should be considered in Indonesian multicultural education in order to strengthen the nation's diversity. First and foremost, multicultural education is a space where national differences or diversity can be processed. Multicultural education, on the other hand, is founded on Pancasila, which is the ideal choice in Indonesia's diversity. Based on Indonesia's socio-political, economic and cultural components of multicultural education. In order for values to be properly internalized, multicultural education necessitates appropriate learning methods (Scholaria, Vol. 2, No. 1, January 2012: 143-147)

#### How Covid-19 Affects Students' Learning Styles

E-learning, or online learning, now accounts for the vast majority of student activities and study habits. The existing learning pattern (face-to-face) should not be replaced by distance learning via an intermediary platform/support application in any school or university. For example, the Ministry of Education and Culture issued "Circular Letter Number 3 of 2020 about Prevention of Corona Virus Disease (COVID-19)" (Pratiwi, 2020).

"Lecturers and students in the learning management process benefit from a learning model that makes use of the functions and roles of technology." Additional to this, Sriwihajriyah stated that technology might help students and lecturers create more value and efficiency by providing, encouraging, and supporting the use of technology as a learning evaluative tool (Pratiwi 2020). Students can use online resources to help them meet their academic goals and enhance their grades.

### 3. Conclusion

Due to a considerable quantity of free time, student life on campus has finally become more flexible, allowing students to pursue their interests more freely. Alternatively, some fear

that kids will become oblivious to their surroundings if this happens. Some individuals have an impression of students who are able to plan and execute extracurricular activities outside of class. Students may engage in a variety of social activities, both individually and in groups, and interact with members of the local community. The online learning system does not appear to be optimal because of a number of well-known issues. These findings raise concerns regarding students' ability to retain scientific information in the face of a global pandemic like Covid-19. Even worse, no one has yet been able to foresee the conclusion of the Covid-19 pandemic with any degree of certainty. As a result of this circumstance, the public's mind is filled with excellent ambiguity and concern about the future. An intellectual generation of high quality may be threatened if the very existence of students were jeopardized. As a result, pupils are in the process of adapting to their new social and learning environments. Students' lives may be affected by many predictions and possibilities in the future. Some instances of future changes in lifestyle, interactions, and lifestyles are: (1) Students become embarrassed and stiff while interacting with the social environment, such as friends, society, lecturers, relations, and so on (the end of Covid-19). Self-improvement is hindered by excessive use of technology and consumerist behavior.

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