

Multicultural Education in Schools and Its Relevance to Community Social Life

Aceng Lukman Nulhakim¹, Sutarman², AgusIwan Mulyanto³, Herru Sumerhu⁴
STAIRA Shalahuddin Al-ayyubi Jakarta¹, STMIK Triguna Utama²,
Universitas Islam Syekh Yusuf³, STIT Muhammad Mardiyana⁴
aceng_lh@yahoo.com¹, amrisutarman@yahoo.com²,
ai_mulyanto@unis.ac.id³, herru.semeru@gmail.com⁴

Abstract

Education is one of the most important and decisive elements in the progress of a nation, as a pluralistic nation consisting of various ethnicities, customs, religions, languages, and cultures. Being a form of multicultural education that respects various kinds of differences, unites similarities of view so that discrimination does not occur, cornering each other and disputes of opinion that lead to disunity in destruction. The principle of multicultural education is an education that respects the meaning of difference, multicultural education always creates structures and processes in which every culture can make an expression in diversity. Designing theoretical and practical multicultural education, able to actualize in doing various things in embodying the ideals of the Common in accordance with the principles of multicultural education. Matters in realizing multicultural education that is able to provide space for freedom for all cultures to express themselves in accordance with applicable norms, multicultural education views an important thing, multicultural education, every civilization and culture that is in the same position and similarities among the parties involved as the enrichment of multicultural education can be formulated as an expression of awareness about cultural diversity, human rights in building a just and prosperous community life

Keywords: Multicultural Education, Schools, Relevance, Social Society

I. Introduction

Multipurpose education, a difference seen as strength, becomes synergistic, gathering people's ability to think, talk about and solve problems that arise from open, rational differences in attitudes to bring about peace. Differences that cause inter-group violence that hurt other groups sporadically and continuously carried out various discrimination that shows how vulnerable the sense of community that is built in society, prejudice between groups and the lack of understanding between groups. Negative interpretations and views on cultural diversity that lead to suffering for the social community. Various disputes and disputes between ethnic groups and cultures in the community. Ethnic conflicts that injure each other, disputes continue from a long time until now in certain

societies, still many witnesses of conflicts from various ethnic multicultural, Long and widespread conflicts always involve ethnic, racial, inter-group sentiment and also sentiment religion.

Reality that occurs that needs to be addressed with a wise attitude that can not be denied that a multicultural society consisting of various ethnic groups, cultures, religions and so forth, multicultural education as an urgent and urgent need to reconstruct multicultural culture that can become adhesive which binds all ethnic and cultural existing. Multiculturalism comes from the word culture which means limited to culture, traditions and habits of a group of people and communities in a particular area, etymologically that multicultural is formed from the word multi which means many while culture means culture, while and ism means flow or understanding. (H.A.R Tilaar, 2004). Multicultural education is a basic education that must be supported and motivated by togetherness, as a basis for understanding the nature of culture which means culture, politeness, or maintenance being multi, which means a lot, variety, or diversity, diversity, thus multiculture means cultural diversity, various politeness, or a lot of care that is always raised in the community.

Multiculturalism is an understanding that is believed to benefit and its existence in the situations and conditions that occur in a society that is composed of many cultures and ethnicities. Multiculturalism is a feeling of comfort that is shaped by empirical knowledge and insight. Togetherness that has been built by all components that support the process of interaction through communication with all people and different cultural groups in different situations as well, by involving groups of people who are of different cultures, as an understanding that eliminates the gap to realize equality of multicultural society.

1.1. Multikultural definition and understanding

Multicultural in a broad sense that includes experiences that shape general perceptions of age, gender, religion, socioeconomic status, culture, language, race, and special needs, that multiculturalism can be understood as recognition, pluralism that

exists in society or can also be interpreted as recognition of the existence of normality and acceptance of diversity of opinions

The notion of multicultural has two meanings namely multi which means plural, cultural which means culture, and plural means various types, because pluralism does not mean merely recognition of various types, but recognition that has political, social and economic implications. And democratic.

Multicultural education is a cross-border education, because it is related to social problems and justice, democracy and human rights, accepting tolerance for cultural diversity that grows and develops in the midst of society. Multicultural education can describe to describe the issues and problems of education related to plural societies, which include understanding of the consideration of strategic education policies in multicultural societies, then multicultural education must include on subjects such as: tolerance, difference, culture, religion, discrimination, resolution of conflicts through mediation and plurality of universal humanity and other relevant subjects. (Said 2004).

1.2. The Purpose of Multicultural Education

The goals of multicultural education consist of two objectives namely the initial goal and the final destination namely:

- a. The initial goal is a temporary goal because it only functions as an intermediary so that the final goal is achieved properly and correctly. So the initial purpose of multicultural education is to build multicultural education discourse, in making policies in multicultural education or other education, so that they have knowledge of multicultural education that is able to become a multicultural education transformer capable of instilling the values of pluralism, humanism and democracy in the school environment and the community. .
- b. The ultimate goal of multicultural education is that students are able to understand and master the subject matter learned in school, but are also able to master the values of pluralism, humanism and democracy that are tolerant in the school environment or other community environments.

1.3. Multikutural definition and understanding

Multicultural in a broad sense that includes experiences that shape general perceptions of age, gender, religion, socioeconomic status, culture, language, race, and special needs, that multiculturalism can be understood as recognition, pluralism that exists in society or can also be interpreted as recognition of the existence of normality and acceptance of diversity of opinions

The notion of multicultural has two meanings namely multi which means plural, cultural which means culture, and plural means various types, because pluralism does not mean merely recognition of various types, but recognition that has political, social and economic implications. And democratic.

Multicultural education is a cross-border education, because it is related to social problems and justice, democracy and human rights, accepting tolerance for cultural diversity that grows and develops in the midst of society. Multicultural education can describe to describe the issues and problems of education related to plural societies, which include understanding of the consideration of strategic education policies in multicultural societies, then multicultural education must include on subjects such as: tolerance, difference, culture, religion, discrimination, resolution of conflicts through mediation and plurality of universal humanity and other relevant subjects. (Said 2004).).

1.4. The Purpose of Multicultural Education

The goals of multicultural education consist of two objectives namely the initial goal and the final destination namely:

- a. The initial goal is a temporary goal because it only functions as an intermediary so that the final goal is achieved properly and correctly. So the initial goal of multicultural education is to build multicultural education discourse, in making policies in multicultural education or other education, so that they have knowledge of multicultural education that is able to become a multicultural education transformer capable of instilling the values of pluralism, humanism and democracy in the school environment and the community. .

- b. The ultimate goal of multicultural education is that students are able to understand and master the subject matter learned at school, but are also able to master the values of pluralism, humanism and democracy that are tolerant in the school environment and other communities. Pendekatan Historis

The approach to the material that has been taught to students in order to have a complete frame of mind to reflect on the future, so that the material that has been taught can be dynamic.

- a. Sociological Approach

The approach that presupposes and embodies the contextualization of what is happening in the present, the future and the past. So with the material approach that has been taught can be actual, which is in accordance with the times that occur and is not indoctrinalized because the framework of thought that is built for the present as enrichment.

- b. Cultural approach

Cultural approach that prioritizes and focuses on the authenticity and traditions that develop in the community, then with this learning approach can look at the existing traditions, conduct learning to know the locality of tradition with the tradition of acculturation mixed with other cultures.

- c. Psychological Approach

Psychological approach that seeks to pay attention to the psychological situation of individuals and groups independently, which means that each student must be seen as an independent student and has the ability he has. An approach that requires students to be smart and observant in seeing trends so that they are able to find methods that are suitable for student learning.

- d. Aesthetic Approach

The aesthetic approach basically teaches students on learning to behave politely and politely, peacefully, friendly, and love beauty, material that is only done doctrinally and emphasizes the truth of authority, so students will tend to be rude, so that they need an

approach in appreciating everything that happens in society which is part of the dynamics of life that has artistic and aesthetic value.

e. Gender Approach

Gender approach is an effort to provide awareness to students not to distinguish between sexes because actually gender is not a thing that prevents a person from realizing his ideals in achieving success, then with this gender approach, all forms of social society that exist in schools are female gender differences and men can be removed. Based on this approach in realizing multicultural education awareness in schools. Can be applied to the community environment in order to realize multicultural education in the school environment and community environment.

1.5. The Function of Multicultural Education

The functions that make and show the importance of the existence of multicultural education are as follows:

- a. Give a clear self-concept
- b. Understand ethnic and cultural groups from its history.
- c. Help conflict between ideals and reality that occurs in society.
- d. Make decisions in social participation
- e. Recognize diversity in language usage.

II. Literature review

Multicultural Education which means the meaning of culture and its differences, understands the implications of multicultural education as a whole, because culture as a traditional inheritance from generations has passed down through social groups, so multicultural education learns about various cultural heritages.

According to Tilaar, H.A.R., 2017. That multicultural education is a process of developing the attitudes and behavior of a person or group of people in an effort to mature humans through teaching, training, process, deeds, and ways of educating those who respect humanistic plurality and heterogeneity.

III. Research methodology

The concept of multicultural education is generally used a variety of methods and approaches, methods that can be used in multicultural education as follows:

1. Contribution Method

The application of methods in which students are invited to participate in understanding and appreciating other cultures, including by including students choosing references as joint reading books, doing activities together, also appreciating events in the religious and cultural fields that are present in people's lives. Students can involve in lessons or experiences related to the culture, attention is also given to groups and ethnicities both before and after the event, on culture and history that are understood in depth. But this method has many limitations because it is individualized and celebration is seen as an addition which is in fact not important in the core subject area.

2. Enrichment Method

Enrichment methods in educational material in the form of concepts, themes and perspectives, can be added to the curriculum without having to change the original structure, methods such as this can enrich the curriculum with literature on plural society's culture. The application of a method that invites students to assess, test, appreciate, the perspective of a pluralistic society but students do not change their understanding of multicultural education. The enrichment method also has the same problem as the contributory method, ie the material being studied must be based on the main perspective, such as on concepts, ideas and issues that develop from the dominant perspective.

3. Transformative methods

The transformative method is different from the previous method, because this method in which students can see concepts from a multicultural education perspective, requires input, ideas, frameworks, references to the same perspective to broaden students' understanding of transformative ideas in multicultural education. Transformative methods can change the structure of the curriculum, and the independence of students to understand issues and problems from multiple multicultural

perspectives. The concept of halal food in terms of a particular religion or culture has the potential to cause conflict in society, so this method requires students to make critical, accurate understanding as a principle of multicultural education as a basis for thinking and doing.

4. Decision Making Methods

Methods that unite the transformative method with social activities prevailing in the community, to be able to stimulate changes in society, students must understand and discuss issues that arise in society, able to do something important related to the method.

This method requires students to explore and understand inequality and also be committed to making decisions and changing systems through social activities in the community. The main purpose of this method is to teach students to think and have the ability to make decisions to empower and help students realize.

IV. Results and Discussion

1. Design multicultural education

The social dimensions of society that must be considered in interconnected multicultural education are as follows:

- a. Integrate views on various cultures and groups
- b. Realizing the basic concepts, generalizations, theories and empiric in schools.
- c. Bringing students to understand the cultural implications in school.
- d. Adjust teaching methods on how students learn in achieving.
- e. Identify student characteristics in determining learning methods.
- f. Train groups to participate in various activities.
- g. Able to interact with all students and teachers and staff
- h. Bringing together cultural and ethnic differences to create a school culture.

2. The relevance of multicultural education

Cultural diversity and diversity in schools as a phenomenon that can not be avoided, cultural diversity is part of an active and passive diversity process. concerning every life also in terms of belief, pluralism of religious sentiments as religious understanding.

Collaborating in togetherness to create a synergy that also faces the reality of the diversity of religious and multi-ethnic understandings even in the face of atheist not religious or godless ideas, in the face of such pluralism, which of course does not need to take an anti pluralism attitude, even must provide tolerant to pluralism, to live on the basis and spirit of pluralism in schools and in society

3. Strengthening multicultural education

Strengthen the person to continue to follow multicultural education in schools, as a process of change in the community, to complete understanding in the attitudes, values, habits and skills of students in the school, so that they become agents of change who have commitment and integrity in society to eliminate ethnic and racial differences in each opportunities and actions based on commitment, on ethnic issues in developing abilities, skills, leadership and integrity in people's lives.

4. Having insight into the nationality of multicultural education

by understanding the importance of multicultural education in adding national insight, which will grow a strong sense of nationalism, integrity in the nationality will grow and develop firmly. Multicultural education needs to enhance and add subject matter, programs and learning that strengthen nationalism by eliminating prejudice, discrimination in schools and society.

5. Relationship of multicultural education

Maintaining relationships is a mandate to manage relationships with multiculturalism with nature in accordance with their abilities, protect their rights to obtain their rights and obligations by means of legal and valid norms and laws according to the moral standards of multiculturalism in society. Ensuring the safety of the necessities of life is the main goal of multicultural education, in human life is important and can not be separated, if primary needs are not guaranteed there will be chaos in the community

6. The multicultural education paradigm.

Pluralism is a characteristic of a pluralistic nation, the plurality of society can have a positive impact, not cause a negative impact, because in a plurality that is vulnerable to conflict between groups and ethnic communities. Conflict between groups that occur in

these communities will lead to security, social economic and social disharmony. Anticipating the face of multicultural culture requires a paradigm that is concern and tolerant of the multicultural education paradigm.

The Multicultural Education Paradigm is important because it can lead students to be tolerant and open-minded and open to reality in diverse multi-ethnic and multicultural societies and diverse religious understandings. Multicultural education as an alternative education should be developed and used as a model of Education.

- a. Reality in society consists of various ethnicities, religions, languages and cultures, as well as different traditions and civilizations.
- b. This plurality is a part of the nation that has existed for a long time.
- c. Opposing the commercialization of education, capitalists, who prioritize certain groups.
- d. Violence and abuse that is not liked by everyone.
- e. Fanaticism resistance which leads to various types of violence and abuse.
- f. Providing hope in overcoming various community turmoil that occurs.
- g. Requirements with human, social, social and humanist values.

7. Multicultural education policy

Determining uniformity in multicultural education policies related to the interests of multicultural education, both physical and conceptual, so with this condition school actors who tend to like uniformity and always respect differences, also influence on behavior so as to respect and recognize diversity and differences in society.

V. Conclusions

Multicultural education is a proactive approach in transforming education with different cultural backgrounds, which is carried out thoroughly to eliminate shortcomings, weaknesses, failures, and discrimination in the process of multicultural education.

Multicultural education is based on the idea of social justice and equal rights on all parties, which does not differentiate between ethnic groups, and among groups in implementing multicultural education. Human nature is the same, which distinguishes

his devotion and devotion to Allah SWT. Multicultural education reflects an appreciation of tolerance and science.

Multicultural education is able to facilitate the teaching and learning process that changes the essential, prejudiced and discriminatory monocultural view to a multicultural view that respects diversity and diversity, is tolerant and open-minded. The paradigm shift is through transformation and a long process that is not limited to certain dimensions but must be comprehensive.

References

- Adolescents' Academic Achievement, Social Competence, and Physical Health From Parenting, Ego Resilience, and Engagement Coping. *The Journal of Early Adolescence*, 31(4), 548–576. <http://doi.org/10.1177/0272431610366249>
- Agil, Said. 2004. *Aktualisasi Nilai-nilai Qur'ani dalam Sistem Pendidikan Islam*. Jakarta Selatan: Ciputat Press
- AinulYaqin, M. Pendidikan Multikultural: Cross-Cultural Understanding untuk Demokrasi dan Keadilan, Yogyakarta: Pilar Media. 2005.
- Andersen dan Cusher, "Multicultural and Intercultural Studies" dalam C. Marsh (ed), *Teaching Studies of Society and Environment* (Sydney: Prentice-Hall, 1994).
- Baidhawiy, Zakiyuddin. 2005. *Pendidikan Agama: Membangun Multikulturalisme Indonesia*, dalam *Pendidikan Agama Berwawasan Multikultural*. Jakarta : Gelora Aksara Pratama
- Banks, James. 1993. *Multicultural Education: Historical Development, Dimension, and Practice. Review of Research in Education*
- Khalaf, Abd al-Wahhab, *Ilmu Ushul al-Fiqh*, (Kuwait: Dar al-Qolam, edisi ke-12, 1978).
- Kymlicka, Will, "Misunderstanding Nationalism" dalam *Theorizing Nationalism*, diedit oleh R. Beiner, Albany: State University of New York, 1999
- Maksum, Ali dan Luluk Yunan Ruhendi, *Paradigma Pendidikan Universal di Era Modern dan Post-Modernisme*, Yogyakarta: IRCiSod, 2004.
- Maslikha, ., 2007. *Quo Vadis Pendidikan Multikultural: Rekonstruksi Sistem Pendidikan berbasis Kebangsaan*, Surabaya: JP Books.
- Mahfud, ., Choirul, ., 2009. *Judul Pendidikan Multikultural*, Yogyakarta: Pustaka Pelajar

- Rustam Ibrahim, Februari 2013. Jurnal ADDIN, Vol. 7, No. 1, 154. Pendidikan Multikultural: Pengertian, Prinsip, dan Relevansinyadengan Tujuan Pendidikan Islam. Surakarta, Jawa Tengah
- Santrock, John W., 2007, Psikologi Pendidikan, alihbahasa Tri Wibowo B.S. Jakarta: Kencana. Skeel, D.J., 1995
- Sleeter., dalam G. Burnett., 1994. *Varieties of Multicultural Education: An Introduction*, Eric Clearinghouse on Urban Education, Digest.
- Sugiyono., (2015). *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif dan R&D)*. Bandung: Alfabeta.
- Suparta, Mundzier, 2008, Islamic Multicultural Education: Sebuah Refleksi Atas pendidikan Agama Islam Di Indonesia, Jakarta: Al Ghazali Center
- Sutarno. 2007. *Pendidikan Multikultural*. Kalimantan Selatan: Dinas Pendidikan dan FKIP Unlam
- Swanson, J., Valiente, C., Lemery-Chalfant, K., & Caitlin O'Brien, T. (2011). Predicting Early
- Syaiful, S. (2012). *Kemampuan Professional Guru Dan Tenaga Kependidikan*. Bandung: Alfabeta
- Tilaar, H.A.R., 2005. *Multikulturalisme: Tantangan-tantangan Global Masa Depan dalam Transformasi Pendidikan Nasional*, Jakarta: Grasindo.
- Tirtarahardja, U dan La Sulo, S. L. (2012). *Pengantar Pendidikan*. Jakarta: Rineka Cipta.
- Wayne, A.J., & Youngs, P., (2003). Teacher Characteristics and student achievement gains: A review. *Review of Education Research*, 73(1), 89-122.
- Uma, S. (2006). *Metodologi Penelitian untuk Bisnis* (4th ed.). Jakarta: Salemba Empat.
- Yaqin, M. Ainul., 2005. *Pendidikan Multural; Cross-Cultural Understanding untuk Demokrasi dan Keadilan*. Yogyakarta: Pilar Media.

