

STRATEGY EMBEDDING MULTICULTURAL EDUCATION IN STUDENTS OF SMA NEGERI 1 WEST BANDUNG REGENCY

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ABSTRACT

The purpose of this research to be achieved, which can provide direction to the activities carried out. To find out strategies for instilling multicultural education in students. The research method uses a descriptive qualitative approach. The location of the field research conducted at SMA Negeri 1 West Bandung Regency. Data collection techniques were carried out using interviews, observation, and documentation studies. Data analysis through data reduction, data presentation, and data verification. Testing the validity of the data by means of source triangulation, and increasing persistence in observation. The results of the study show that there is a diversity of ethnic cultures, religions, social status, intelligence and mindset. Different in respecting and appreciating others. Freedom to actualize himself according to his own identity. Students who are obedient in carrying out prayers, those who are non-Muslims worship according to their beliefs, and respect Muslim students, students have differences but can adapt to their environment. Islamic Religious Education teachers collaborate in instilling multicultural education, so that clashes and conflicts do not occur, by conducting outreach to students. The strategy used in applying to students of SMA Negeri 1 West Bandung Regency. Namely the additive persuasive approach, transformation and real action in society. Multicultural planting by explaining the meaning and function of multiculturalism.

Keywords: Embedding Strategy, Multicultural Education, Students

1. Introduction

Multicultural diversity as a cultural expression that contains aesthetic values in a civilization. So it is appropriate that knowledge about multiculturalism is a subject that must be included in the curriculum in education in schools. Multicultural knowledge is very inspiring and important in establishing national unity and integrity in accordance with the spirit of struggle, to achieve independence for the Republic of Indonesia in 1945 as the founding of the sovereign Republic of Indonesia. So from school institutions that have been strengthened by educational activists who have concern for education that is concerned with multiethnicity, which makes multiculturalism a learning based on national unity, as a legacy and perception in the management of multiculturalism which is not sufficient, which has an impact on various aspects of people's lives.

Multicultural education can provide hope in overcoming problems and various upheavals that occur in society. That multicultural education is a learning process that upholds cultural values, beliefs, religious sensitivity, and the diversity of beliefs that occur in society. Planting multicultural values that must be learned at every level of education, which must involve various interests in the community, to shape the character of students at school, especially in understanding and respecting each other and various ethnic groups, so that as an effort to

transform cultural values to students, local culture with a national perspective. Education has an important role in shaping character in life in society. Has an important role in forming a culture of tolerance. So thus education as a medium in forming a harmonious life in society.

The teacher's strategy becomes a determining factor and is important in implementing inclusive and moderate cultural values in schools. Teachers in conveying learning in multicultural education provide a harmonious understanding, carry out dialogues and persuasion, and play an active role in society. Because teachers have a role to change paradigms and are able to implement cultural values in schools and in society. Meanwhile, it is explained that multicultural education has four meanings (models), namely: (1). Teaching about cultural plurality is a strategy of cultural assimilation. (2). Teaching about various strategies in the management of social relations. (3). Teaching not to decline pluralism without distinguishing social strata in society. (4). Teaching about reflecting on diversity is not to reduce pluralism and the absence of differences. The strategy carried out by religious teachers is very urgent in shaping students' attitudes because the end of the Islamic learning process is the formation of students who have noble character and can respect other religions in dealing with religious harmony in society so that national unity is formed.

Based on the results of the pre-survey at SMA Negeri 1 West Bandung Regency on Monday 21 August 2017, it was suspected that there was no diversity and indicated that it was heterogeneous so that there was a potential for conflict in the school and there were visible ethnic problems and the teaching and learning process did not run smoothly.⁸ Through religious learning that is able to instill multicultural values such as learning to live in diversity, building mutual trust, nurturing, mutual understanding, upholding mutual respect, open in thinking, appreciation and interdependence. Through observation students and teachers are also facilitated to stay a few days in a multicultural society, to observe the social processes that occur between individuals and groups.

2. Research Methods

The research method used is a qualitative analysis approach. Qualitative research using scientific theory, with the intention of observing the phenomena that occur, is carried out by involving various existing methods.

2.1. Data collection technique

The method that will be used in this study to collect data is as follows:

- a. Interviews are a means of proving information or information previously obtained. Through interviews used in descriptive qualitative research through in-depth interviews.
- b. Observation is a data collection technique in which researchers make direct observations of the symptoms to be studied. Through observation the researcher saw and observed several components, namely place, actor and activity as components to collect data regarding the strategy of Islamic Religious Education teachers in instilling multicultural education in students.
- c. Documentation study is an activity to find data regarding matters contained in documents taken from written data such as master books, report cards, documents, daily meeting notes, certificates and so on.

3. Research Results and Discussion

3.1. Multicultural Education Findings

- a. The vision of SMA Negeri 1 West Bandung Regency is: The realization of a smart, innovative and religious (Cheerful) school
- b. The missions of SMA Negeri 1 West Bandung Regency are: (1). Forming AkhlakulKarimah through systematic and operational programmed habituation. (2). Forming a conducive learning climate, with the support of the use of information technology(3).Availability of adequate facilities and programs through the preparation of an open and accountable RKAS

Multiculturalism is the wisdom to view cultural diversity as a fundamental reality in people's lives. This wisdom will immediately emerge if one opens oneself to live life together by seeing plural reality as a natural necessity of life, both in one's own multidimensional life and in a more complex society, and because the basis emerges that diversity in the dynamics of life is a inevitability that cannot be denied, denied let alone destroyed.

Multicultural education as education for people of color. That "Multicultural education as a form of education to explore various differences and diversity because differences and diversity is a necessity. Multicultural education is a process of developing all the potential of students who value plurality and as a consequence the diversity of cultures, ethnicities, tribes and beliefs.

3.2. The Value of Multicultural Education at SMA Negeri 1 West Bandung Regency

The introduction of the values of multicultural education can be transformed into the content of subject matter that will be taken by students so that they will plunge into society without being rigid and able to face differences in the realities of life. The values of multicultural education are democratic values, mutual understanding and mutual respect (humanism). In its application, this can be done by studying the meaning of difference and living in difference, living with respect, sincerity, and tolerance for cultural diversity that lives in a plural society.

Teachers who provide multicultural education must have the belief that cultural differences have strengths and school values so that they can provide knowledge, skills, and character (ie values, attitudes, and commitment) to help students from various backgrounds, schools with families and communities can create multicultural environment. Therefore the PAI teacher's strategy in instilling multicultural education is to increase knowledge about morals and ethics through knowledge, experience, and training in order to be able to distinguish between what is good and what is bad and to increase the will that fosters freedom in humans to choose what is good and implement it.

National education institutions want to instill attitudes in students to respect other people, cultures, religions and beliefs. With the implementation of multicultural education through the learning process, encouraging students to understand, respect and accept the opinions of other people who have different understandings, cultural values become absorbed into students' personalities. With a different spirit in multicultural at school. It will become an awareness for students to accept all differences such as ethnicity, religion, and between groups. It becomes a necessity among others to live peacefully in a community environment. In accordance with the ongoing learning process. That multicultural education needs to be disseminated through

educational institutions and other institutions that allow it to be established as an educational curriculum in schools and in public and private educational institutions.

Planting and habituating multiculturalism in schools, which will be coaching and awareness for students to be able to accept differences in ethnicity, religion, and between groups to become a necessity in living together in society. As expected, multicultural education really needs to be socialized through educational institutions.

In the understanding that pluralism can be instilled with good tolerance to students, it is necessary to apply the learning process to the community about cultural values, in this case it can be in the form of respecting differences, uniting visions and missions, carrying out all religious orders. As one of the teachings of Islam. The Islamic religion that was brought by the Prophet Muhammad SAW, has succeeded in upholding the values of justice, the principle of equality, legal policies, guaranteeing prosperity for all people and protecting the whole community.

3.3. Multicultural Education Strategy at SMA Negeri 1 West Bandung Regency

Learning materials originating from religious teachings are in accordance with the facts that occur in the community environment, as described above, is an understanding of the diversity of student backgrounds, to create a positive attitude of tolerance in various community groups. In the learning process, teaching materials need to be adjusted to the level of education. As in the reading resources and systems used must be adapted to the intellectual level of students according to class. For further education, the material chosen is by studying Islamic history and memorizing the Qur'an as well as providing comparative study of religious views and beliefs in the community.

Middle school students have started to be able to understand meaning, so an additive approach is appropriate to give, such as:

- a. Complete the library with folklore books from various regions and other countries.
- b. Making multicultural education modules to supplement other subject matter, and playing CDs about life in rural areas, in cities from different regions and countries.
- c. Ask students to have correspondence/email/facebook friends or friends with students from different regions, countries or other backgrounds.
- d. The teacher tells about his knowledge and experiences about the material in other regions or countries.

In each learning material the teacher should integrate multicultural values and apply them in class. This is done to impart broad knowledge to students. The sense of interest in diversity that is obtained in the classroom will motivate students to know more by reading, looking on the internet, visiting, asking those who know more, and so on.

So that it can grow and create an attitude of mutual respect, togetherness, and love for others that is felt through learning experiences. This process can be done by:

- a. Forming discussion groups for each group should consist of students of different backgrounds such as ability, gender, temperament, socioeconomic status, religion, so that they can learn from each other's strengths and weaknesses.
- b. Students are accustomed to opinions and arguments according to their way of thinking. The teacher does not need to worry about conflicting opinions or suggestions.
- c. The teacher can invite students to think about an actual event or issue, for example about suicide bombings or poverty, let students think according to their own thoughts.

- d. Familiarize students with helping each other in different religious activities, and create school programs that invite students to experience direct events in different environments, such as lifestays. On holidays students are asked to live in families with different backgrounds from them, for example different ethnicity, socioeconomic status, religion, even if possible race or country.
- e. Invite students to help disadvantaged families or visit poor people from various religious, ethnic, and racial backgrounds, and train students to appreciate and have positive things from other parties, and be able to accept differences, failures, and successes. And giving assignments to students to find, photograph real life and traditional activities from different ethnicities, religions, regions, cultures.

Learning and experience above through coaching to students, to be responsive to differences with others. Students are fostered to respect and acknowledge the existence of different people, and to be willing to have a positive attitude, even though they come from different groups. In the process of cultural transformation through the acculturation process that occurs in schools. This can train students to be open-minded and have a big heart, so they don't have prejudice, accuse and blame others.

4. Conclusions and recommendations

4.1. Conclusion

Based on the results of the research and analysis in the previous chapter, it can be concluded that:

- a. District 1 Public High School has diversity such as ethnicity, religion, statussocial, intelligence and way of thinking. Even though they are different, they are able to respect and appreciate each other. Therefore, given the freedom to actualize themselves in accordance with their respective identities such as when performing prayers, non-Muslim students respect Muslim students to pray in congregation at the mosque and students who have different ethnicities are able to adapt to their environment.
- b. The strategy carried out by religious teachers is to socialize to students about tolerant life, to lead each student to understand and feel how far one's faith about a religion can be felt by everyone who believes in it, giving students the opportunity to actively seek, discover, and evaluate their own religious views by comparing them with the religious views of other students, or religions outside of themselves and the modification of this study group can also be done by accommodating ethnic, gender and cultural diversity at the same time.

4.2. Suggestion

Based on the results of the discussion that the author has put forward above, the researcher provides suggestions that are expected to be useful for SMA Negeri 1 Kabupaten, namely:

- a. It is necessary to socialize to teachers and staff first and then to all students about multicultural education, especially those in schools so that multicultural education can be instilled in them from an early age. Therefore, it is important to continue socializing multicultural education, whether in the form of seminars, arrangements, workshops, brainstorming or provision of supporting books.

- b. In instilling multicultural education, it is necessary to increase activities that are able to foster the values of brotherhood and multicultural education among people.
- c. There needs to be collaboration between religion teachers and other teachers in instilling multicultural education in the school so that there are no disagreements.

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