



## Multicultural education

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### ABSTRACT

Multicultural education means that education respects, recognizes, evaluates, knows, concerns, and tolerates cultural diversity in a pluralistic society as a response to variety in the community, namely the emergence of multicultural-based education. To build multicultural awareness, starting from uniformity towards a single identity towards recognizing and respecting the diversity of identities within the framework of creating a harmonious plural life. So, students from an early age must know about diversity. The main goal of multicultural education is to change the learning and learning approach towards providing equal opportunities to every child. So, nothing is sacrificed for unity. For this reason, groups must be peaceful, understand each other and their differences, but emphasize the common goal of achieving unity. Given the importance of multicultural education, it needs to be supported by all parties. Multiculturalism education is a new policy response to diversity. Multiculturalism education demands recognition (politics of recognition) of all differences as entities in a society whose existence must be accepted, valued, protected, and guaranteed.

**Keywords:** Multicultural; education

### 1. INTRODUCTION

Education, as a process of developing human resources to obtain optimal social skills and individual development, provides a strong relationship between the individual, surrounding community, and cultural environment. Education is a process of "humanizing humans, in which they are expected to be able to understand themselves, other people, nature, and their cultural environment. It is on this basis that education is inseparable from the culture that surrounds it because of the aim of education, namely,

to hone taste, initiative, and work. Achieving these educational goals has always faced challenges due to cultural differences.

Therefore, education that can accommodate and provide learning to create a new culture and be tolerant of other cultures is very important. Multicultural education is a solution for developing human resources that have strong characteristics and are tolerant of other cultures.

Multiculturalism is the wisdom of viewing cultural diversity as a fundamental reality in social life. This wisdom immediately emerges if a person opens himself to living life together by seeing plural reality as a natural necessity of life, both in his own multidimensional life and in a more complex society, and because of this, there is awareness that diversity in the dynamic reality of life is an inevitability that cannot be denied, let alone destroyed (Musa Asy'arie, 2004).

Since the beginning, Indonesia has faced challenges in the form of multiculturalism. Not only multi-cultural and multi-ethnic but also multi-religious. Since the beginning, pluralism has become the norm among the inhabitants of the islands, which now act on behalf of the region as the Indonesian nation. The diversity of the Indonesian nation is marked by its geographical location, which consists of islands, so that the people have different tribes and cultures.

Then vertically, the Indonesian people have different beliefs about the power that comes from outside themselves, namely the God they believe in. The Indonesian nation adheres to the philosophy of "Unity in Diversity," which aims to unite differences without scorning one of them. This means that even though different customs, ethnicities, and religions can still be integrated into a unified whole.

According to Baidhawiy, the Indonesian nation consists of various customs, races, ethnicities, religions, and languages. Indonesia is one of the largest multicultural countries in the world. The richness and diversity of ethnic religions and cultures are like a double-edged sword. On the one hand, this wealth is a treasure that should be preserved, provides nuances and dynamics for the nation, and can also be a starting point for disputes, both vertical and horizontal.

Then, according to H.A.R. Tilar, whether this diversity is recognized or not, it creates many problems, as we see today. The inability of individuals in Indonesia to accept these differences results in negative outcomes. There have been many cases of violence in Indonesia that have their roots in these differences.

Solutions that can be offered through preventive efforts can be pursued by forming the character of youth who have a high tolerance attitude and uphold

differences through religious education with a multicultural perspective. Islamic education, which is the main foundation for most of the population in Indonesia, turns out to have a lot of compatibility with multicultural education. Islamic education also accommodates differences among people gathered in a nation. The concept of Islamic education also promotes diversity and upholds the values of multiculturalism.

Multicultural education is one strategy that can be used to promote multiculturalism. Multicultural education is defined in a variety of ways, as evidenced by the term's definition. The purpose, objectives, fundamental tenets, and characteristics of multicultural-based education will all be covered in this article.

## **2. DISCUSSION**

### **Definition of Multicultural Education**

Education is a conscious and planned effort to create a learning atmosphere, so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by themselves, society, the nation, and the state.

Then, according to Ahmad Ngainun and Sauqi, education is a conscious and systematic effort to achieve a better standard of living or progress. Education is indeed the right medium for preserving and cultivating values or views, as well as inculcating awareness of the existence of cultural differences in society.

The word "multiculturalism" has cultural roots. Expert definitions of culture range widely, but in this context, culture is viewed from the standpoint of its role as a manual for living. Multiculturalism is an ideology that can be used as a tool or a means of advancing human dignity and humanity in the context of this cultural perspective. Diversity both in terms of individual and cultural distinctions is acknowledged and celebrated by multiculturalism.

Multicultural education comes from two words: education and multicultural. Education is the process of developing the attitudes and behaviors of a person or group of people to mature humans through teaching, training, processes, actions, and educational methods.

As a response to diversity in society, specifically the rise of multicultural-based education, multicultural education is education that respects, recognizes, evaluates, knows, respects, and tolerates cultural diversity in a pluralistic society. It is crucial to start teaching students about diversity at a young age to develop multicultural awareness,

which moves from uniformity toward a single identity to recognizing and respecting diversity of identities within the context of building a harmonious plural life.

### **The Purpose of Multicultural Education**

In general, there are two theoretical views of educational goals, each with its own degree of variation. The first theoretical view is societal oriented, namely the view that considers education as the main means of creating good people, both for democratic, oligarchic, and monarchist government systems. The second theoretical view is more individual-oriented and focuses more on the needs, capacities, and interests of students.

Like a concept, multicultural education serves a function since education is a step in a process that some groups of people who dominate a nation are supposed to take. Founded on religious life in their connection (religionism) and have nationality both individually and collectively (human dignity).

According to H.A.R. Tilar, "the main goal of multicultural education is to change the learning and learning approach towards providing equal opportunities to every child." So, nothing is sacrificed for unity. For this reason, groups must be peaceful, understand each other, end differences, and emphasize the common goal of achieving unity. Students are instilled with lateral thinking, and diversity and uniqueness are valued. This means that there must be changes in attitudes, behavior, and values, especially in the school's academic community. When students are among peers with different backgrounds, they must learn one thing.

### **Basic Principles of Multicultural Education**

The role of education in multiculturalism can only be understood in relation to a philosophy of life, social reality, which will cover other disciplines such as political science, philosophy, especially postmodern philosophy, anthropology, and sociology. In this case, it is intended that, in the course of history, multicultural education will not lose direction or even go against the basic values of multiculturalism.

According to Moh. Miftahul Choiri, the basic principles that must be considered in the implementation of multicultural education in Indonesia include:

#### a. The Principle of Recognition of Human Rights

Since there is an existential tie between education and human rights, the connection between the two can no longer be disputed. This means that the educational process and human rights cannot be separated from one another, and that without an

educational process, human rights are likewise meaningless. Realizing human rights is the goal of education.

b. Principle of the Degree Equation

Multicultural education is based on a new pedagogy, namely a pedagogy based on human equality (equity pedagogy). Equality pedagogy not only recognizes human rights, but also the rights of human groups, ethnic groups, and national groups to live based on their own culture. Thus, it is recognized that there is a principle of equality between individuals, between nations, between cultures, between religions, and so on. Equality pedagogy does not recognize the artificial differences that have been made by humans in the history of their lives. Equality pedagogy stems from a view of equal dignity. Linguistically, equality comes from the word equal," which means the same. Including equality can also be understood as equality. What is meant by equality in education is equality.

c. Principles of the Preservation of Culture

According to Armai Arief, between humans, society, and the environment there is a continuous dialectic where one influences the other. So, in this context, education functions as an interactive discourse between humans, society, and their environment.

d. Pluralism Principle

It is common knowledge that humans are always together, with all their differences and diversity. So, this condition must be managed properly so that it can have a positive value. There needs to be an attitude of mutual respect, appreciation, and mutual support (cooperative and accommodating) toward reality. Cultural pluralism is not something that is "given," but a process of internalizing values within a community.

With an understanding of pluralism, it is hoped that every child in the country will comprehend that differences do not exist so that one religion can oppress another, so that the majority ethnic group can colonize minorities, and so that one culture can denigrate another. Regard for one another and how they enhance one another. Diversity is breathed in through pluralism. Additionally, without a knowledge of diversity, a diverse life cannot be depicted.

This is in accordance with what the divine word says in Surah QS al-Hujurat/49:13.

يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا إِنَّ أَكْرَمَكُمْ عِنْدَ اللَّهِ  
أَتْقَاكُمْ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ

Translated:

*"Hi humans! Verily, we have created you from a male and a female. And we made you nations and tribes so that you might know one another. Verily, the most noble among you in the sight of Allah is the most pious".*

## **Dimensions of Multicultural-Based Education**

1. Multicultural education can be conceptualized in five dimensions, namely:

Dimensions of integration of content and material (content integration)  
This dimension relates to efforts to bring cultural aspects into classrooms. Such as clothing, dance, customs, literature, language, and so on. Thus, it is hoped that students will be able to develop self-awareness of the cultures of other groups. These concepts or values can be integrated into materials, learning methods, assignments, exercises, and evaluations in textbooks.

2. Dimensions of knowledge construction

Learning provides opportunities for students to understand and reconstruct various existing cultures. Multicultural education is education that helps students develop the ability to recognize, accept, appreciate, and celebrate cultural diversity.

3. Equal/fair education dimension (*an equity paedagogy*)

To support the academic success of students who are varied in terms of ethnicity, culture, and social background, this component adapts teaching strategies to the way students learn.

4. The Dimension of Prejudice Reduction (*prejudice reduction*)

This dimension is an attempt to make students appreciate the existence of various cultures and all the differences that accompany them. Therefore, it is very important to reflect on culture, race, sexuality, gender, ethnicity, religion, and socioeconomic status in the process of multicultural education.

5. Empowerment Dimensions of school culture and social structure (*Empowering school culture and social structure*)

This dimension is the stage of reconstruction of both the school structure and the school culture. This is necessary to provide guarantees to all students with

different backgrounds so that they feel they are getting experience and equal treatment in the learning process at school.

### 3. CONCLUSION

Multicultural education's main objective is to alter the educational process and methodology to give every child an equal opportunity to succeed. Thus, nothing is given up in achieving unity. For this reason, organizations must be harmonious, understand one another, and emphasize resolving conflicts to achieve unity.

The basic principles of multiculturalism include recognizing human rights, equality, cultural preservation, and pluralism. The dimensions of multicultural-based education include content integration, knowledge construction, an equity pedagogy, prejudice reduction, empowering school culture, and social structure.

Given its significance, intercultural education requires cooperation from all sides. Education that promotes diversity is a new sort of policy approach. The movement for multiculturalism education calls for the political acceptance of all differences as components of society whose existence must be acknowledged, respected, safeguarded, and guaranteed.

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