

The Meaning of Multicultural from The Perspective of Grade XI IPS MA Al Iman Bulus Purworejo

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Abstract—This study aim to know about student experience and how they build the meaning based on that experience with Sociology subject Equality and Social Harmony in Multicultural society. This study using phenomenological framework as a research method. This research focus to explore student experience and get the meaning of Sociology subject Equality and Social Harmony in Multicultural society to MA Al Iman Bulus's student. The result from this research is (1) show that students experience in obtaining the sociology learning on the materials of multicultural society capable of providing multicultural experience to the students. The participants also identified their multicultural experience through the experience in the classroom and outside the classroom. The experience obtained in the classroom is when the participants get the material from the teacher. Whereas, the experience obtained outside of the classroom is the experience at the time of the participants apply the material in the multicultural society of peers who come from different areas in the school environment. (2) the meaning is the result of the experiences obtained directly by the participants. The differences of experience among participants may also affect the meaning established by the participants. The meaning of multicultural created by the participants also related to the goals or hopes that the participants want to achieve in relation to this multicultural Indonesian society.

Keywords—*The Meaning, Multicultural, Perspective, students*

I. INTRODUCTION

Indonesian society is a plural society consisting of diverse ethnic groups [1]. One manifestation of the diversity of Indonesia is the diversity of race, ethnicity, religion and culture. This diversity can bring culture which is different from one another that makes Indonesia becomes one of the largest multicultural countries in the world [2]. The diversity of Indonesian culture not only able to become power that capable of uniting and enriching culture in Indonesia, but also has the potential to be a threat of conflict and violence between Indonesia's diverse society.

Education is one of the medias for instill the values of diversity and unity to the students. Education can deliver individuals in society leads to a

better life, secure, peaceful and prosperous. Education is the process of liberating human beings and independent human beings who are born, and inner does not depend on others, but to lean on his own strength [3]. Education required by students because of the diversity of Indonesian society is education about planting multicultural values. Multicultural education involves changes in the total school environment to create equal educational opportunities for all students [4]. Multicultural education can be defined as a form of awareness about cultural diversity, human rights and the reduction or elimination of the type of bias or prejudice for a life of just and advanced society. The multiculturalist believe that school, college and university curriculum experience marginalize people of color and women. Multicultural education offers an alternative through the implementation of strategies and concepts-based education diversity that exists in society, particularly that of the students such as ethnic diversity, culture, language, religion, social status, gender, ability, age. Dawam explained that multicultural education is the process of development of all human potential that respects plurality and heterogeneity as a consequence of the diversity of cultural, ethnic, tribal, and (religion) denomination [5].

However, not all educational institutions implement multicultural education in schools separate subject. Multicultural education tends to be integrated with certain subjects at school. In addition, the implementation of multicultural education does not have to change the curriculum [6]. Multicultural education in schools does not have to stand alone, but of multicultural education can be integrated to the subjects and the learning process carried out by the teachers [7].

Viewed from the homogeneity of the students of MA Al Iman Bulus, it seems that the existing multicultural education becomes contextual. The students are living together every day in the environment of *Pondok Pesantren* and Madrasah Aliyah, where the location is filled with shades of Islam, and surrounded by people around the majority of Islam. This condition makes the students lose the

opportunity to interact with people outside the group. The students were also able to feel the interaction with people who come from different religions, of different sexes or the diversity of other people that they cannot get in the Boarding School.

Therefore, instilling the understanding and multicultural values on school subject is very precise. Multicultural education can be implemented about sociology of grade XI on the material of Equality and Social Harmony in a Multicultural Society. Unfortunately, the fact indicated that not all subjects in school were able to convey the essence of multicultural education properly, therefore, the understanding and comprehension of admissions related to the Multicultural education is still low. Accordingly, the purpose of learning about the multicultural for the students is to create social justice attitudes of students [8].

The interesting and important fact to study closely related to this study is how students can understand the meaning of the concept of multicultural that they often heard and through the study of sociology, students who are studying in MA Al Iman Bulus can take the multicultural meaning based on their personal experience. Based on the above reasons, the researcher will analyze the experience and the meaning of sociology learning on the materials of Equality and Social Harmony in a Multicultural Society for the students of MA Al Iman Bulus.

II. LITERATURE REVIEW

The root of the multicultural is culture. Etymologically, multicultural derived from two words: multi and culture. Multi means diverse cultural and cultural meaning. Essentially, in the word contained the recognition of human dignity living in the community with their unique culture [9]. Multicultural differs from multiculturalism since Suparlan stated that multiculturalism is ideologies emphasizes on equality recognition and appreciation of cultural differences [10].

Multicultural learning becomes very important taught early. Sleeter and Grant suggested multicultural learning is a policy in educational practice that recognizes, accepts and confirms the differences and similarities of humans is associated with religion, culture, gender, race, and social class [11]. Meanwhile, Savage et al., explained that multicultural education seeks to empower students to develop respect and given the opportunity to work together with people of different cultures, ethnicity, language, social class, gender, and race directly.

The experience can also be interpreted as a whole lesson to be at by someone from the events he did in his life [12]. Experiences that participants may always be remembered so that it will firmly be entrenched

within the participants. Furthermore, the experience would give birth to the meaning of multicultural experiential learning and understanding of the participants.

III. MATERIAL & METHODOLOGY

A. Data

Phenomenological approach based on Polkinghorne stated that it is possible to take 5 to 25 participants who had the same experience [13]. The researcher interviewed 25 students of grade XI who already have experience of teaching sociology on the material of equality and social harmony in a multicultural society. The total of 25 participants consisted of 8 students from grade XI IPS 1, 7 of grade XI IPS 2 and 10 students of grade XI IPS 3.

In this study, the researcher applied depth interview techniques. In the data collection technique of phenomenological study, the researcher becomes the main instrument. Therefore, guidance is needed in the data collection. The guide is the interview protocol. The interview protocol was adopted from Assmussen and Creswell [14].

Research with phenomenological approach has special stages in analyzing the data. There are four stages of analysis suggested in Moustakas [15], whereas in this study, the researcher applied the third analysis. Horizonisation is the first stage. Horizonisation known as the process of transcribing the interview, reread it to classify them into themes of meaning. Next is a description of the process of textual. In this activity, the researcher writes, the received understanding through the process of learning activities of sociology on the materials of multicultural society. Then the structural description, at this stage the researcher analyzed how the understanding of multicultural society after receiving the learning about multicultural society and recognize the experience obtained by the participants. Finally, the researcher collaborated with the description of texture and the structural description of the existing phenomenon. In this collaboration, the researcher told the meaning of the experience of the participants and how they obtain meaning from their experience.

B. Method

This study applied a phenomenological approach with the aim of describing the experience of multicultural obtained by the participants after receiving the material of multicultural society. Phenomenology is one way of thinking that describes the general meaning of a few individuals to a variety of life experiences as they relate to the concept or phenomenon [16]

IV. RESULTS AND DISCUSSION

A. Result

This study aims to describe the experience of students in obtaining the learning of sociology on the material of multicultural society and then find out the

meaning that is born from the experience. Based on the principles of analysis within the phenomenological approach, the researcher obtained units of meaning from the data collected. The unit is an understanding of the meaning of a multicultural society, a pluralistic society, the differences between communities and diversity.

1. Horizontalisation: Unit Construction of the Meaning of Multicultural Learning

In the phenomenological study, horizontalisation process is a process that must be done. Product of this process is the construction of units of the meaning of important statements of the participants about the phenomena occurred [16]. This horizontalisation process is presented by the researcher in the form of table in order can be understood easily. The table of horizontalisation presents the unit of meaning which is accompanied by some of the data obtained through the process of interview.

TABLE 1: THE UNIT OF THE MEANING OF PARTICIPANTS ON THE EXPERIENCE OF LEARNING SOCIOLOGY ON THE MATERIAL OF MULTICULTURAL COMMUNITY

No	The unit of Meaning		Sample Statement
	Theme	Sub-themes	
1	Learning experience on the material of Multicultural Society	Learning experience on multicultural society: The understanding of the sociology lesson	"I think sociology lesson not only plagiarized from a summary of the book but also use logic. So that it should be really thought. In addition, the fun thing is that in the sociology lesson, we can immediately practice the theory in everyday life. We are often asked to observe whether our environment includes in the multicultural neighborhood or community or the society categorized as homogeneous, one type of society or heterogeneous. However, the task given does not require us to go to the field, but it is only in the form of a class discussion or interaction with friends at school or in the lodge. Then, the experience is presented in the class, there is the multicultural society, and some are not, something like that".
		Experience in the Classroom: The process of learning about Multicultural	"Yes, we are, we were asked to observe whether our environment includes in the multicultural neighborhood or the community is

		al Society	homogeneous or only one type of society one or heterogeneous. However, the task given does not require us to go to the field, but it is discussed in the classroom. Then, we presented that there is a multicultural society, and some are not multicultural, something like that. "
		Experiences outside the classroom: the experience of multicultural interaction with peers outside of the class	"They are of course friends at the cottage. Hehe. We are having relationship just as to our friends who come from Purworejo, although some students here come from Sumatra, Kalimantan or even Papua, they have relatives in Java, so that they it will be easier for them to adjust with Javanese culture. Probably about a different language, often to make a joke about language but thank God it never creates conflict. "
2	The Meaning of Multicultural Society	The importance of learning about multicultural society	"The meaning of Multicultural is community diversity which is based on tribes, religion, and ethnic culture."
		The Meaning of Multicultural Society by the students	"The importance of studying multicultural is that by those experiences, we can understand that is based on the diversity of ethnic, religious, and ethnic culture."

2. Textural Description: The Experience and Meaning of the Multicultural Community Learning.

Textural description is an attempt to focus the discussion on the experiences of the participants of a multicultural society through learning the material sociology multicultural society. The student experience includes several sub-themes, such as: Their understanding of a multicultural society, the experience in the Classroom: The learning process of sociology on the materials of multicultural society, experience outside the classroom: Experiences on the interactions of multicultural with peers outside of the class, the importance of learning about multicultural society and the meaning of multicultural society according to students.

a. An understanding of the multicultural society

Students' understanding of their community has started since they were studying sociology. Since

sociology is the study of society. However, to explore the students' understanding of a multicultural society, there is a special chapter on the sociology of grade XI on the material is the material of equality and social harmony in a multicultural society. In this material the students are asked to be able to understand on the definition, types, benefits, types, and the impact of a multicultural society. As one of the examples of the knowledge is the understanding of multicultural society for the students of MA Al Iman Bulus. The students thought that a multicultural society is a society that is different, and of course different to them, ranging from differences in religion, race, religion or culture is different. As presented by Anis, the understanding of multicultural society according to this student is "the difference between communities with one another on the gender or ethnic origin or race, and culture". Khotim also found that "multicultural society is a society that is culturally rich and consists of two or more cultures".

b. Experience in the Classroom: The Learning process on sociology on the material on multicultural society

The process of learning becomes important in this study since by the process of learning, experiences can be created. The process of learning activities undertaken by teachers already use methods that involve the activeness of students. As expressed by Luthfi, he stated that "The teacher taught us with various methods such as by dividing us into two groups. Then, the two groups will perform questions and answers. Based on that response, a valid reference will be searched and if the answer is wrong or have less valid reference, then the group will be punished. By doing this activity, we will compete each other to be able to get the right answer, so that we learn to look for a valid reference. We are better informed and understand the material being discussed". With enough understanding, it will produce a good experience. A good experience will certainly be able to bring quality of multicultural significance.

c. Experiences outside the classroom: the experience of multicultural interaction with peers outside of the class

Interactions among students are good since they are not only study in the same school but also staying in the same cottage. Therefore, the interaction that exists very close even though they come from different areas scattered throughout Indonesia. Although they have different cultural background and different languages, they claimed remained good friends. Besides the good relationship of interaction that exists, the attitude given to friends coming from different backgrounds also included a positive interaction. As experienced by Luthfi. He stated that despite having different backgrounds, they never

discriminate each other. As expressed by Luthfi, that, "I never divided friends or discriminate Mam, if they are good, no matter where they come from, I will claim them as my friends. It is stated in Islam that in order to continue to build relationship with our brothers, even though they may be different culture but as long as they do not give a bad influence on our right, there is no a problem to remain friends."

Furthermore, the experience of interacting with a multicultural society is also experienced by Muchtar. According to Muchtar, he is not only taking all friends in the same, but also accept the presence of these friends well and still help each other if anyone needs help in the relationship. As expressed by Muchtar, that, "In My experience, I can still be friends and receive them well, since they were also good to me. We play together, if there is anyone need help, I will help. Nothing is different Mam, all just the same. I also do not discriminate between friends".

d. The importance of learning about multicultural society

Learning multicultural society is very important for students. Multicultural education will be even better when taught in early childhood. That is because the students' understanding will be better when taught early. With the current condition of society, the conflict increasingly rampant and therefore multicultural education is highly needed. Education on multicultural society is given to learning the material sociology student community at MA Al Iman also perceived importance by the participants. As stated by the Teguh, that, "The Importance of Multicultural learned that we can understand if we were created certainly have differences. Based on the differences, we can respect each other and mutual respect between people of different cultural backgrounds. "Meanwhile, according to Nur, the importance of multicultural learning is to give birth to multicultural attitudes like tolerance, solidarity and mutual respect and respect. As expressed by Nur, that "The importance of studying multicultural society so that we can make the tolerance on ourselves, solidarity and mutual respect among people of different cultures. In order that a sympathetic attitude, caring and empathy towards people of a different religion or a different culture can be created".

e. The Meaning of Multicultural Society by students

Student learning experience conducted in the learning process of multicultural society for 12 sessions continuously then produces the meaning of a multicultural society for students. Meaning multicultural society according to the students diverse and based on their learning experience. As conveyed by Ika, according to him, "multicultural society that to me is an asset because of the diverse culture, the Indonesian nation could become a nation rich in

culture where not all nations have a unique like in Indonesia."

Another case as presented by Khotim, that, "Yes indeed multicultural different but right generalized, so I think even though it is like a yes: I have a friend of three, one of Sumatra, one of Jogja, and away from Kalimantan, certainly not always us an idea, there are times when we disagreed. So, disagreements between friends should appear, but I always try to appreciate each other. "Meanwhile, according to Teguh, the meaning of a multicultural society is that" Multicultural is a society that is based on the diversity of ethnic, religious, and ethnic culture."

IV. STRUCTURAL DESCRIPTION: CONTEXT OF THE OCCURRENCE OF THE EXPERIENCE AND MEANING OF A MULTICULTURAL SOCIETY

The structural description contains on how the participants experienced the phenomenon that became the focus of the study. Referring to Creswell, structural description focuses more on the context of the experience and meaning of a multicultural society through the learning process [16]. Context to understand the meaning of multicultural referred to in this section include the time and place of the incident. As for an overview, the understanding on how this happens, the researcher extracts the units of meaning and important statement submitted by the participants.

A. Discussion

1. Understanding the meaning generated by the participants based on the experiences experienced by the participants

Experiential learning materials multicultural society becomes an important issue and many benefits. Not only to obtain the value of one of the subjects in school but more importantly, is able to call early on what it is multicultural. The understanding gained from an early age student expected to make a permanent understanding. Very high expectations, students can interpret their multicultural learning experience, before they truly enter the Indonesian multicultural society. The meanings of multicultural by participants get it from the experience in the classroom and outside the classroom.

First, the meaning of multicultural that was created through the learning in the classroom. Learning in the classroom, at the time of the multicultural society of material submitted by teachers and students will be guided to understand and accept the multicultural material theoretically. With the learning method used by the teacher, the participants begin to understand the concept of a multicultural society and see what shape the existing multicultural society student residence. Selected learning model sociology teacher is learning that promotes student activity, namely through a question

and answer presentation. The learning model, students become motivated to continue to learn more in order to provide the best and can understand the concept of a multicultural fine. As stated by Hilgard that the learning process can be formulated as a relatively permanent change in behavior that occurs because of the experience. Therefore, the sociology student learning will easily interpret the multicultural society based on his experience.

Second, meaning multicultural born through multicultural experiences with friends outside the classroom. Knowledge of multicultural acquired in the classroom can be applied with friends at the madrassa. This can happen because the students in the MA Al Iman Bulus not only from Purworejo, but come from various regions in Indonesia such as, from Jambi, Kalimantan, from East Java, from Jogja and some even came from Papua. The diversity of students in the MA Al Iman Bulus be an advantage for students in MA Al Iman Bulus. This is because the school into a mini society. Before they jump into a multicultural society, students can learn to recognize the characteristics of a multicultural society in a school environment with their peers. The days of the child's age when the golden generation of the MA will be organized properly. As stated by Santrock, that the power of thought teenagers growing open up horizons of new cognitive and social horizons [17]. Interaction with peers will make it easier for participants to be able to interpret the multicultural society. That is because they are relatively the same age, so they are easier to apply the material in a multicultural society everyday life. By applying the experience of learning materials in everyday life then it will bear the meanings multicultural deeper.

V. CONCLUSION

School as socialization media students to learn to interact, so it is important plantings multicultural attitudes in schools. Based on interviews with participants above, sociology learning materials multicultural society can provide the experience and meaning of multicultural students. Meaning of multicultural participants to create, also related to the goals or hopes to achieve by participants relation to a multicultural society. The meaning is expected to be a provision for students when living in the community. To create a nation that is ready to face the multicultural Indonesian society.

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