

# Realising the Awareness of *Kebhinnekaan* through Art Education Based on Multicultural Values

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**Abstract**—Indonesia is an archipelago consisting of various tribes, races, religions, and cultures. For the country of diversity, the issue about *kebhinnekaan* like the dominance and suspicion between races, tribes, religions, and cultures can lead to the occurrence of conflicts among them. The reform and development of science, technology, and communication is a challenge for people who live in it, so it is important to realize together that multiculturalism is not just a concept but rather a discourse whose existence needed and developed in the middle of the community early. Art education is a process of learning activities that use art as a tool or a means to achieve the learning objectives taking into account the character of the art as material that is loaded with aesthetic value. Through art, education can be directed to the cultivation of multicultural values. It has resulted in a growing consciousness in the learners to appreciate and accept diversity. This article will elaborate on awareness of *kebhinnekaan*, art education, and art education based on multicultural.

**Keywords**—awareness of *kebhinnekaan*, art education, multicultural

## I. INTRODUCTION

Indonesia is a compound country, which consists of various tribe, race, religion, and class. The compound is a synonym of the word *bhinneka* which mean variety. The diversity is not something new for the people of Indonesia because it existed a long time ago which is inherited by the predecessor in Indonesia. And the presence of diversity is important to realise as a part of our lives so that the values of tolerance, solidarity, togetherness, and so on.

For such a country of diversity like Indonesia, globalisation is a threat that could remove the diversity values. Globalization certainly may not be a positive impact on Indonesia. Globalization influence on socio-cultural conditions of Indonesia society. As well as the development of science and technology that occurred today. These problems make us be more critical in viewing, accessing, acquiring, and conveying the information. As expressed by Rohendi [1] that the current globalization almost spread throughout all the world.

Globalization happens at this time because of the existence of the development of science, knowledge, and technology. The use of technology that is so massive has brought the world to the new phenomena which are disruption era. This condition can change various sectors such as politics, economy, industry, education and so on [2]. This condition brings us to the two options; going forward or silence. Going forward means keeping track of

development occurred while the silence means it doesn't do anything and disappear by the old system [3]. It is explained that the disruption is the thing that is cut out from the basis. If it is associated with the current socio-cultural conditions so that disruption is being fundamental changes which have been described above.

The matter of diversity is not limited to global issues that have emerged in recent years, as confirmed by Hikam [4] that the dynamic life of the community, nation, and State of Indonesia for a decade was the last that shows the occurrence of changes that are very fundamental require attention, care, and the vigilance of the entire citizens and State providers. The continuation of reforms in the social life of demanding various rearrangement in the realm of ideological, political, economic, socio-cultural, and Defense-Security so as to fit with the philosophy and ideals of morality and national ideology Pancasila (five guidance) and UUD 1945.

Art education is a process of learning activities that use art (Visual Arts, music, dance, and theater) as a tool or a means to achieve the learning objectives taking into account the character of the art as material that is loaded with aesthetic value (the appreciation and creation). The two have different characteristics and are the basics in art activities [5] [6] [7]. Through the artistic experience of the individual (creation and appreciation), art education was able to direct the individual to the development of a mature individual both cognitively and emotionally so that, an individual can identify himself and others [8]. Based on the explanation above, the authors assume that the characteristics of art education which has been described above then, awareness of the diversity can be implemented through multicultural-based in art education.

## II. METHODOLOGY

This research uses the qualitative descriptive method. Research data obtained through three data collection techniques namely observation, interviews, and documentation study. The stages of data analysis consist of data reduction, the presentation of data, and verification of the data [9].

## III. RESULT AND DISCUSSION

### A. Awareness of Diversity

The word *kebhinnekaan* could be interpreted as diversity or plurality. The term of *kebhinnekaan* comes

from the word *bhinneka* which means a variety; diversity and the word *kebhinnekaan* [3]. [10] revealed that the understanding of the diversity of a nation is known for its multicultural concept. Many experts argued that the multicultural concept is basically a concept of harmony in the diversity of cultures that grow along with the equity among different cultures. Harmony in intended diversity is the attitude of each individual to have an appreciation for the culture of other individuals who live in their environment.

State and citizen organizers need to realise that multiculturalism is not just a concept but rather a discourse whose existence which is needed and should be developed in the midst of the community. Multiculturalism is not an ideology that stands alone and separate from other national concepts, but the present and evolving to reinforce social life [4]. Similar with it, Suparlan realizes that multicultural awareness is not just a discourse, but rather an ideology that has to be fought because it was needed as a foundation for democracy, human rights, life and welfare of the people. Multiculturalism is not an ideology in its own right and separates from the other ideology. Multiculturalism requires a set of concepts that conduct the concepts to be used as a reference in order to understand and expand in the life of society [11].

As expressed above that the importance of the awareness of *kebhinnekaan* for the community which is conscious with the values of *kebhinnekaan* (tolerance, solidarity, togetherness, and equality) is not just a national ideology but as one generalised value construction which has been a reference for community life. The father of the nation of Indonesia [10] confirms that the diversity of Indonesia is the fact which must be kept in its existence in the unity of the nation. Diversity is one of reasonableness that realized and appreciated its existence as something that should be addressed with tolerance.

#### B. Art Education

Art education is a process of learning activities that use art (visual arts, music, dance, and theater) as a tool or a means to achieve the learning objectives taking into account the character of the art as material that is loaded with value creations, expressions, and imagination. Inside there are a number of learners grades that are important and meaningful to develop.

In the context of art education, art education was generally not directed to make learners to be artists or directed to become a picture, music, dance, or other art experts, but rather is used as a means of art education [12] so with [7] which reveal that the term art education was adopted from the term art education that comes from America. With a specific meaning that is not an attempt to usher the students associated with the competency of the artist, the competence of maturity, but with the potential of the individual.

Art education is learning that the terms of the value of the expression and creation as an attempt to develop human potential both logically or spiritual. Similar to it [8] states that arts education is a process of learning activities to develop meaningful values in human beings through the

study of art. The values in question are related to the development of imagination, intuition, thoughts, creativity, taste, and sensitivity; whereas the word 'play' associated with the 'creativity' in addressing living and life to make it more meaningful and useful for others and the environment.

Art is one of the human needs that are not detached from the community as a cultural element, encompasses two aspects of the creation and appreciation of [5]. Each learner has a natural urge to instincts/expression and appreciation, hence through art education the natural impulse to become worthy of note in an attempt to cultivate aesthetic sensibility (sense).

#### C. Art Education Multicultural-based

Etymologically the word multicultural derives from the word multi (many more than one), kultur (culture) which means that cultural diversity or cultural variety. Multiculturalism or multicultural [3] is defined as symptoms in a person or a society marked by the habit of using more than one culture.

Multicultural awareness is consciousness which was built in order to cultivate an attitude of tolerance, solidarity, and togetherness in the life of society. It can also be said that to be built on the basis of awareness of diversity or any individual is not identical. So the case is the wider life of the order. Every society has a way of each in undergoing life (culture, tribe, race, and religion). Simply Ibrahim [13] reveal that multicultural education is education about cultural diversity in responding to demographic changes and the cultural environment of a particular society or even the world as a whole. Further, Mukarram [14] explains that multicultural education is understood as a form of awareness about cultural diversity, human rights, as well as the reduction or elimination of various types of prejudice to build a life of a society and move forward.

Multicultural education emphasizes equality in the field of education against the various ethnic groups. Multicultural education contained the spirit to escape the dominance of a particular culture (West). Promoting cultural diversity by means of opening up to the potential of local based on tribe, race, religion, social class, gender, social views and specific environmental conditions [8]. based on the above description then, multicultural-based art education can be understood as an approach to learning that uses art as a means to instill an awareness in appreciating and accepting diversity through appreciation and creations.

#### D. Establishing the Awareness of *Kebhinnekaan* through Education-based Multicultural Art

The awareness of *kebhinnekaan* can be grown through education which is basically due to a conscious effort to teach learners in developing its potential. As affirmed by Suparlan [8] that the realization of a society that is aware of the multicultural can only be implemented through the multicultural education coupled with the willingness of the Government and the whole nation to carry it out, so that a variety of conflicts between ethnic groups which destroy can be removed gradually.

Multicultural education covers subjects regarding the injustice, poverty, underdevelopment, and oppression of minority groups in a variety of fields: social, cultural,

economic, educational and others. This paradigm will encourage the growth of the studies about "ethnic studies" to find its place in the curriculum of education from elementary to university level. The purpose of this subject is to achieve consideration towards policies and strategies of education in a multicultural society. In the context of this descriptive, then Multicultural Education curriculum should include subjects such as tolerance; the themes of ethno-cultural and religious HAM; democratic and plurality; the universal humanity and other subjects that are relevant [13].

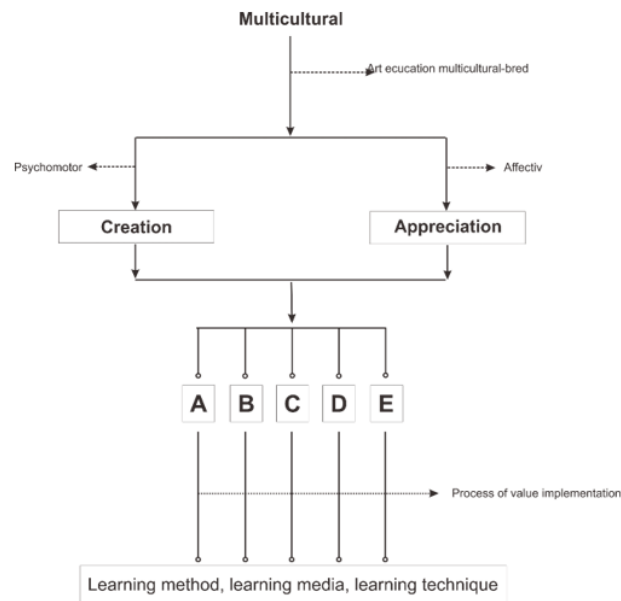
By looking at the characteristics of art education that has been outlined above, the art of learning can be directed to the cultivation of the values *kebhinnekaan* with the utilization of the potential of art education. Trianto asserts in his book entitled "Spirit of the ideology of art education" reveals that without the rule or instruction from the Government, basically the art education has been portrayed and carry out its function as a medium of multicultural education. The role and function are implemented through the education of art appreciation. So clearly there is an intersection between multicultural education goals with the activity goals of art education in appreciation of activities [5].

The activities of appreciation are the practice of learning through the recognition, understanding, and the inculcation of values-oriented growth of the attitude of tolerance, solidarity, togetherness, and equality. Jazuli [16] reveal that appreciating means to appreciate. The word appreciation involves two parties, namely the subject as the party that gave the award and objects of value as the party which is appreciated. The subject will be credited appropriately if it was able to observe and assess the meaningful thing in the object. Therefore appreciating can give the satisfaction of intellectual, mental, and spiritual of the person.

Through art education multicultural-based, the awareness of *kebhinnekaan* can be implemented. The learners are trained to appreciate diversity by looking at the work of his friend then gave a response to the work as a form of mutual respect. Multicultural-based art learning approach can also be used as a promotion that will be a cultural diversity. Through the examples either directly or indirectly, a teacher can introduce to the learners the Indonesia cultural diversity and wealth, so that learners have an understanding and aware of each different region or each individual.

In multicultural education, creative activities are reflected in the activities of the practice. The role of teachers which are as facilitators, communicators, motivational speaker and so on should be able to stimulate the learners in order to see the local cultural diversity as an idea in the process creating and artistic activity. In a learning creations practice, Creation is understood as media that can achieve an understanding of learners about diversity. The children directly are involved and be part of the curriculum itself. They also learn and experience it for themselves so that the understanding will be deeper and remembered in their mind.

There is a concept of learning and the potential of *kebhinnekaan* values which is reflected in creation and appreciation activity.

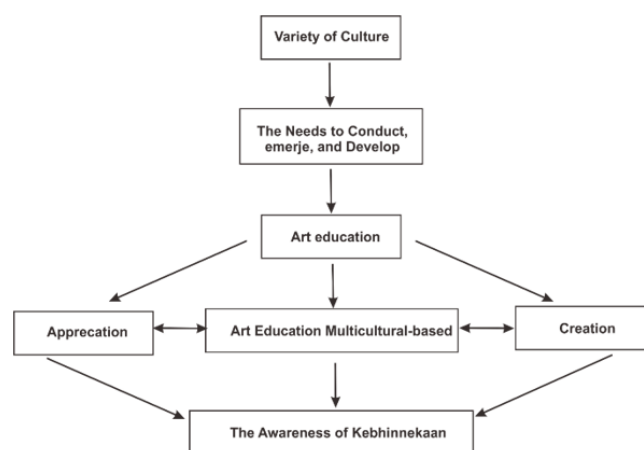


**Fig. 1.** The Concept of learning and the potential of *kebhinnekaan* value

Note: Potential values

- A. Value of tolerance
- B. Value of solidarity
- C. Value of togetherness
- D. Value of appreciation
- E. Value of protection
- F. Value of continuity

In carrying out the art learning practice based on multicultural, a teacher should have the creative and invative capacity in designing interesting learning through media, methode, and the technique of value of *kebhinnekaan* that can be implemented.



**Fig. 2.** The model of art education multicultural-based in *kebhinnekaan*

#### IV. CONCLUSION

The various dynamics of life arising out of the development of science, knowledge, and technology that is so rapidly, bringing fundamental changes towards society. The continuation of reformation in various sectors of the Government also participates in determining the order of

social life so it requires attention, care, and the vigilance of the entire citizens and the organizer of the State.

Multicultural can only be implemented through the multicultural education with the willingness of the Government and all societies to implement it so that the various conflicts between ethnic groups which destroy gradually can be abolished, and instead, mutually understand and appreciate in relations between peoples that can be realized. Through art learning practice of multicultural-based, awareness of *kebhinnekaan* can be implemented.

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