

# Challenges to Create a Pluralism Education amid the Battle of Democracy and Theocracy in Indonesia

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**Abstract**–The education of linear characters with the aim of educational IPS is to nurture students into good citizens, who have knowledge, skills and social care that is useful for himself, society and the country. To realize these objectives, the process of learning is not limited to knowledge and skills only, but also the planting of values and morality, and responsible as contained in the values of Pancasila. Today there is a major challenge to the strengthening of nationalism that tends to confuse me with theocracy. The basis of theory used is human equality in the frame of the value of universality. This research seeks to describe the efforts of implementing pluralist education, with its implementation in schools. The method used is research and development (R and D). Results obtained that is very possible schools in Indonesia apply the concept of educational pluralism. Teachers are able to design this well, and apply it well too. So the concept offered in this article is very possible to apply that starts from the teacher through the reconstruction of the proper learning model.

**Keyword:** Pluralism, Education, Democracy.

## I. INTRODUCTION

The development of technology, information, and communication that is coloring the era of globalization has a positive and negative impact on human life. On the one hand, people are easy to fulfill their needs, but globalization is also the cause of the inclusion of negative influences on the existence of values that have developed in a society. Our people who used to uphold the sublime values as if now have faded. A polite society with a civilized culture has turned into violence; The value of “*Kegotongroyongan*” has changed with a selfish attitude to win alone; Social value and togetherness that used to dwell in Community souls has changed with individualist attitudes, and so on. Even the value of the east-an-an value is now considered old fashioned, and people with a few things sometimes take the “Western” culture which is regarded as a symbol of modern society.[1] In the last decade began to emerge sentiment the religion that continues to strengthen in line with the political process is so dynamic. It clearly seemed such a strong relationship between religion and politics. Anyone who capitalize on it?

The multidimensional crisis that threatens the alienations of the nation, is essentially sourced from the identity, and the failure to develop the nation's character

education. In the context of formal education in schools, one of the reasons for our education has been more focused on intellectual or cognitive development and less attention to affective aspects. This kind of education is only able to print a smart generation, but it does not have the character that the nation needs. In addition, the education system is top-down, by placing teachers as a center for education/learning (teacher oriented) to transfer teaching materials to the subject of learners, and a student subject only accommodates what the teacher is told without trying to think Further, the minimum selection process occurs. Williams & Megawangi (2010) explained that in elementary school level, subjects related to character education such as Pancasila education and citizenship in practice are still given theoretically and have not touched the level Applicative. Educational practices that tend to be cognitive-intellectualistic, need to be developed as a vehicle for the development of national character education, the development of intelligence, morality and personality of learners as a whole in accordance with educational objectives National.[2]

As the essence of education, learning is not merely conveying cognitive knowledge, but the planting of values that apply to people's lives is indispensable for building student character. Learning is an interaction between learning and teaching activities. This perspective is the basis of the learning process that comes with the balance of activities undertaken by students and teachers. Teachers are responsible for planning, implementing and evaluating teaching materials, choosing models and methods, preparing teaching media, setting learning results indicators and even determining which characters are expected. While students play an active role in exploring, elaborating and confirming each learning activity facilitated by the teacher.[3]

In the subject matter of IPS and PKn, the demands of competence based on planting of characters that are sourced from religious teachings, Pancasila and social cultural. Meanwhile, in the science family, Language, science only has the demands of planting competence, because it on the family of these subjects teachers should examine and formulate the effect nurturant. Nurturant effect is the impact of the accompaniment of subjects that do not have immediate demands in internalizing the character of the students. The approach to achieving the impact of the companion is known as holistic learning or holistic learning and Integralistic or integrated learning. Each of these terminology has a similar message about the significance of the learning process in the

general subjects to internalize the character of the students so that the planting of the character is increasingly crystallized and in real action. Thus, planting value is not only the responsibility of religious studies and citizenship education, but all subjects including IPS.[3]

The government is currently struggling to build the nation's character building, given that so many moral deviations, cultural values and ethics are happening in the country. Characters are character, morality, and personality formed by internalizing the values believed and underpinning a person's mindset, attitudes, and how to act. These values and norms are as honest, courageous as they are, trustworthy, respectful to others.

## II. RESEARCH METHODS

The character education in the parent design of Kemendiknas is the totality of the psychological process and social-cultural that are grouped into: physical and emotional development, exercise (intellectual development), and Kinesthetic (Physical and kinesthetic development), and exercise (Affective and Creativity development). The characters that are sourced from the heart are: faith and fear, honest, trustworthy, fair, orderly, obedient, responsible, empathized, dare to take risks, never give up, willing to sacrifice, and have a patriotic spirit. The characters that are sourced from the thought include: intelligent, critical, creative, innovative, curious, productive, science oriented, and reflective. Characters that are sourced from sports/kinesthetic other than others: clean, and healthy, sportsmanship, tough, reliable, resilient, friendly, cooperative, determinative, competitive, cheerful, and persistent. Characters that are sourced from the sport and "Among Karsa" others: humanity, mutual respect, Gotong royong, togetherness, friendly, respectful, tolerant, nationalist, caring, worldwide, prioritize the public interest, love the homeland (patriotic), proud Using Indonesian language and products, dynamic, hard work, and work-depositing.[4]

To build the character of human resources, education has a very strategic role. This is in accordance with the mandate of Indonesian law No. 20 of 2003 on the national education system, in article 3, mentioned that the national education serves to develop capabilities and shape the character and civilization of the nation dignified In order to educate the life of the nation. National education aims to grow the potential of learners to become human beings who believe and fear to God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become a democratic citizen and Responsible.

This research was conducted with the design of research and development, as the opinions of Borg and Gall. This study was conducted using research and development (R&D) approaches. Research and Development is a research method used to produce certain products and to test the effectiveness of those products. Borg and Gall suggest that education research and development (R & D) as a process used to develop and validate education products which means research and development is a process used to develop and Validate the products used in the research. This research and development is done with the intention to develop learning models and

devices IPS integrated education value through problem based learning.[5]

The subject of his research is the IPS students and teachers at SMP Kota Surakarta. The research was conducted through three phases, namely: (1) Preliminary study, (2) model development, and (3) model evaluation. The second phase was conducted in the second year, and in the second year conducted research on development and data collection techniques using observations, interviews, document analysis, and polls. The data analysis method uses the worry analysis with T test.

## III. RESULT AND DISCUSSION

### A. The current implementation of the pluralism education

The Survey conducted on the learning of IPS in some junior high schools showed that the IPS teachers still use the method of lecture as the dominant method. According to the teacher the method is still effective for the IPS subjects, because the lecture can accomplish a lot of material in a short time. Implementing innovative learning models that challenge critical thinking, creative, skill-working skills, and problem solving skills for junior high school students, because "they haven't been able to be self-reliant and still have to be treated" said a Teacher. In visible observation the teacher is actively explaining, while the students are positioned as a passive party just sitting, silent, and listening, a tedious job. If the contents of the material submitted, it generally only contains facts, events, names, years, places, and memorization concepts. Teachers emphasize the cognitive aspect, and pay less attention to aspects of value planting (affective), and the actual social skills are very beneficial in real life in the community.[6]

Furthermore, in observation also shows there are still some students who late in class in both the first hour and the hour after the break, this shows the value of discipline that is still lacking. While working on the replay there are also some students who are cheat (dishonest), and some do not gather assignments from his teacher (low responsibility). At rest it looks like there are students who are nosy writing the board and do not wipe back until the class entry (low environmental concern), and many also mock their own friends (the value of social concern, love of peace, and friendly ), and many more deviations on the values of other characters.[7]

### B. Ideal Educational Concept

Based on the functions and objectives of national education in the above formulation, it is clear that education in every type and level, including in junior High School (SMP) must be conducted systematically in order to achieve these objectives. This is related to the efforts of character building learners so that they can compete, ethically, immoral, courtesy and interact with the community. Based on research at Harvard University of the United States, apparently the success of a person is not merely determined by the knowledge and technical ability (hard skills) alone, but more influenced by the ability to manage themselves and others (soft skill). The results of this study concluded that, success was only determined about 20% by hard skills and the remaining 80% by soft skills. Even successful people in the world actually succeed because

more is supported by the ability of soft skills than hard skills. This suggests that the quality of students character education is crucial to improve.[8]

The effort to integrate character education in every field of study taught in schools requires the competency of teachers in addition to the support of teaching materials that must be orientated on character planting. The teacher quality problem is still one of the main problems in addition to other problems such as facilities, costs, and relevance, as well as the supervision process from the school principal to achieve the successful implementation of character education. According to, character education should be able to bring learners to the cognitive recognition of value, affective value, and ultimately to real-value practice. The problem of teacher difficulties in realizing the character education in school learning need to be examined, and sought by the solution, and need to be developed more operational so that it is easy to implement in school.[9]

Regulation of the Minister of National Education of the Republic of Indonesia number 22 year 2006 about the standard of contents for primary and secondary education, in it contains about the education of social Sciences as one of the subjects given starting from SD/ MI/SDLB to SMP/MTs/SMPLB. IPS examines a set of events, facts, concepts, and generalizations related to social issues. At SMP/MTs the IPS subjects include geographical, historical, sociological, and economic material. Through IPS, students are provided with the provision to be a democratic citizen of Indonesia, and responsible, as well as citizens of the world who love peace.[7]

IPS courses are designed so that students can develop knowledge, understanding, and analytical skills to the social condition of society in entering a dynamic community life. As a subject, IPS is structured systematically, comprehensively, and integrated in the process of learning towards maturity and success in community life. With this approach, students are expected to gain a wider and deeper understanding of the relevant field of science. It is therefore very clear that the IPS subjects are given not only to develop the cognitive and intellectual aspects of learners, but also as one of the subjects that are oriented towards the planting of grades, attitudes and skills Social.

In curriculum 2013, Junior High School IPS materials are no longer taught in a separate, separated (separated) material between history, geography, sociology and economics, but as subjects are taught in a unified as a tool to solve Problems and phenomena that occur in the social life of society. This is according to what the IPS education which explains that the IPS is a manifestation of an interdisciplinary approach of social sciences.

Nowadays, IPS is no longer a science that emphasizes theoretical aspects of its knowledge, but rather to the practical aspects of studying, studying, reviewing symptoms and social problems, whose weights and expanses are adjusted to the education level respectively. The study of the community in the IPS can be done in a limited environment, namely the environment around the school or in a wide environment, namely the environment of other countries, both in the present and in the past. For that purpose, the 2013 curriculum

recommends that teachers use the scientific approach, while the learning model developed is three kinds: Project Based Learning, Discovery Learning, and Problem Based Learning.[10]

Learning is not just a "transfer of knowledge", but the most important thing is how teachers embed values to students, and equip them with a variety of beneficial abilities to solve the problems encountered. Teachers should design learning that is capable of generating students ' potential to use his or her ability to solve problems. One such learning model is "Problem Based Learning (PBL)" or that we often name problem-based learning (PBM). Teachers present problems in the classroom, and students then resolve the issue with all their knowledge and skills from a variety of sources that can be obtained.[7]

Problem based Learning (PBL) or problem-based learning is a teaching method with a real focus on problem solving. The process by which learners perform group work, feedback, discussion, which can serve as a stepping stone to investigations, investigations and final reports. Thus the learners are encouraged to be more actively involved in the subject matter and develop the skills of critical Thinking.[11]

PBL is a learning that uses unstructured (inauthentic) real (ill) and open as a context for learners to develop problem solving skills and critical thinking as well as Build new knowledge. The PBL is in line with the philosophy of constructivism that emphasizes learners to actively build their own knowledge through interactions with real problems. The main purpose of the PBL is not for the transfer of knowledge to students, but rather on developing critical thinking skills and problem solving skills and while also developing students ' ability to actively build their own knowledge. The LBL is also intended to develop the independence of learning and the social skills of learners. Self-reliance learning and social skills can be established when learners collaborate to identify relevant information, strategies, and learning resources to resolve problems.

Based on the explanation above, it is necessary to do research and development of models and learning devices IPS Integrated education value as implementation of curriculum 2013 and the effort to build the character of junior high school students in Surakarta. Furthermore, based on the results of the first year study can be known that: (1) in general, teachers IPS has not really been able to implement curriculum 2013. It is characterized by the number of teachers who do not create their own RPP that will be used in learning, even in his studies as well as teachers emphasize the aspects of cognitive and lack the values of the students. As a result the student's character value is only at a moderate level, so it needs improvement. (2) In general, the models and learning devices of IPS conducted during this time are not optimal, this is reflected by: lack of ability to plan learning, low ability to perform learning. (3) The results of the need analysis shows that Guru needs models and learning devices IPS Integrated education value through the PBL. (4) Based on the need analysis, then the draft model and learning device IPS integrated the education value through the PBL, to improve the competency of teachers in



implementing curriculum 2013 which in turn can also be Character building students.[4]

#### C. The Challenge of Educational Pluralism

In general, SMP IPS teachers have not really had the ability to implement the 2013 curriculum. Although there are some teachers who develop their own RPP which is used in learning, but in general they use RPP there are also some of the origin downloaded from the Internet. This fact shows that there are still many teachers who do not plan their learning correctly, because each school has different characteristics than other schools. Therefore, every teacher should build their own RPP tailored to the characteristics of his students.[8] Although the RPP is used to refer to the 2013 curriculum, but in the learning process, the teacher does not integrate the character values that are relevant to the subject matter. Learning IPS that contain only memorized material will only dull the students. Students are less interested because the material does not touch the life surrounding it. Likewise, learning is only cognitive, it will only make students clever but lacking the attitudes, values, and skills needed in community life. Given the learning of teachers who lack the values, then the average score of the students ' character is only at a moderate level, which should be very necessary to improve again.[12]

In general, the models and learning devices of IPS conducted during this time are not optimal, this is reflected by: lack of ability to plan learning, low ability to implement learning, and still need to be improved Student's character. In general RPP is used still need to be repaired in terms of: (1) The formulation of indicators, and the purpose of learning; (2) Organizing materials, and learning resources; (3) Integrating character values that are relevant to the subject matter; (4) The use of media and learning methods that comply with the scientific approach, and support the mastery of the competency of integrated IPS education value; and (5) Adjustments between forms, techniques and assessment instruments with aspects of attitude, knowledge, and skills. At the time of observation there are several things that are indicators of the low quality of learning, namely in the following: (1) The implementation of learning is less appropriate plan that has been made (RPP), for example in (a) the use of media and Methods, (b) Learning measures, (c) Allocation of time allotments, (d) Scientific approaches, (e) assessments, and as a part. (2) The teacher is less able to open the lesson, such as (a) the absence of Apperception, and (b) The teacher does not convey the learning purpose, or competence desired. (3) Weakness in the core activity, i.e. (a) The teacher only transfers of knowledge, without transfer of value; Teaching only describes the material exactly as it is written in the handbook, without any effort to integrate with the character values necessary to form the disposition and morality of learners, (b) There are still many less teachers Mastering the material so as to explain the material by reading a book, or reading a power point whose content is very dense and without further explanation, (c) less capable of explaining the material in a systematic manner and systematically. (4) Weakness in class management, for example, teachers simply convey the material and pay less attention to students ' attitudes. (5) Weakness in the closing phase, i.e.: (a) The teacher does not conclude by holding the question and answer, (b) There is no such an impending, and

(c) Many also who do not give assignments, or convey the material to come. The impact of low-quality learning is a less conducive atmosphere, this is reflected by the many learners who are less attentive to the ongoing teaching and learning process. At the time of PBM there were several students who were late, even in the classroom also seemed to be students who were sleepy, some who whisper with a friend, and some who look daydream). In addition to the students ' learning activities is also low, it is seen from: Passive learners in the course of the lesson, no one asks, even if asked no one answered, if it answered with the answer.[12]

The teacher needs a model and learning device IPS integrated education value through the PBL. The desired learning Model and device covers several aspects and indicators, namely: 1) learning planning, including indicators (KD analysis insightful character value, preparation of RPP integrated value education, organizing material and learning resources, organizing space and learning tools, organizing learning media, and organizing learners); 2) Preliminary activities, including (conditioned learners, performing apperceptions, motivating learners, and delivering competency and student activity plans); 3) core activities, including (material mastery, application of learning strategy. Application of scientific approaches, learning resources and media, student engagement, authentic appraisal, and language use); and 4) The closing activities consist of (reflecting, and implementing follow-up) [12].

#### D. Future Expectations

In addition to the above thoughts on point 7, there are several criteria that are guidelines in the preparation of the curriculum for pluralism-multicultural education (Ainul Yaqin, 2005). First, the preparation of the curriculum must be based on faith in the Almighty God, norms or absolute values derived from the world's major religions and the integral relationship between God, man, and nature. Second, because science comes from God, human beings cannot be called the creators of knowledge. However, because people can easily find the aspects contained in this world, the values of humanity can be used as inspiration to select, investigate, accept, and enjoy a truth. Third, learners are required to know the hierarchy between science and source of value. Science is gained through an experience that must be subject to rational knowledge, and rational knowledge must be subject to religious norms that come from God. Fourt, the faith and values must be recognized as the basis of human culture.

#### IV. CONCLUSION

Based on the need analysis, then the draft model and learning devices IPS Integrated education value through the PBL. The model includes components: rational, namely the reason and the purpose behind the developed model; Model Understanding; A learning syntax that contains preliminary, core, and closing activities that refer to the PBL model steps with the scientific approach; and purpose models. While the goal is to increase the competency of teachers in implementing the 2013 curriculum, which in turn can also build the student character.

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