

The Implementation Values of Multicultural Education Based on Tolerance in Indonesian Schools

Tenni Oktaviana Sipayung
Universitas Negeri Yogyakarta
 Yogyakarta, Indonesia
 tennioktaviana.2017@student.uny.ac.id

Siti Irene Astuti Dwiningrum
Universitas Negeri Yogyakarta
 Yogyakarta, Indonesia
 siti_ireneastuti@uny.ac.id

Abstract— This study aims to describe the implementation of tolerance-based multicultural education values in Indonesian schools. The focus of the problem is related to the implications of schools in instilling the values of multicultural education on the attitude of tolerance that is taught to students. The method used in this study is the library research method. The results of the study illustrate that schools as one of the most effective places in instilling multicultural values that can be implemented through subjects include open values, democratic values, active values, tolerance values, help-values, equality values, kindness and thought value love homeland. These values are instilled by the teacher to students in the teaching and learning process, these values are expected to affect the attitude of students to be able to accept and appreciate the existence of a difference.

Keywords: *values, multicultural, education*

I. INTRODUCTION

Indonesia is a multicultural country that is shown by social differentiation in the form of ethnic, social, cultural, religious differences and so on. According to Leo Suryadinata there are at least 20 major ethnic groups in Indonesia. While for religion in Indonesia alone there are 6 recognized beliefs namely Islam, Christianity, Catholicism, Buddhism, Hinduism and Confucianism [1]. The religion of every Indonesian citizen must be displayed on the identity card and other official documents. As for faith categories, it's a required subject each faculty in every level of education each from elementary to school. However, spiritual education lessons in Dutch East Indies itself haven't shown that faculties will teach students to tolerate faith. This is because recognition and doctrinal teachings in religion are claimed to be truth. In addition, the curriculum for religious subjects themselves, is not directly applied by the teacher, which teaches about how religious tolerance.

Education gives importance to the process of development and progress of a nation, provides enlightenment and to develop the quality of human resources. Besides that, education also provides an important role in shaping political and cultural life. Thus, education as a medium to organize and form social life, so it'll become the premise of academic establishments that area unit loaded with idealistic values. To foster harmony between cultural variations, education that emphasizes understanding of the importance of indoctrination values of cultural variations should get attention that's ready to sensitize students to comprehend that behaving reciprocally tolerantly, respecting, respecting understanding between each other is extremely necessary.

Multicultural education is an educational strategy that is applied to all types of subjects that accommodate the cultural differences that exist in students. Like differences in ethnicity, religion, language, gender, social class, ability and age. For the educational method to be more practical and easier, it's conjointly necessary to make the character of scholars to be able to be democratic, humanist and pluralist in their atmosphere. philosophical system education ought to facilitate the teaching and learning method that changes the sensual, detrimental and discriminatory monocultural perspective to a multiculturalist perspective that values diversity and variety, is tolerant and broad-minded [2].

The application of philosophy education in faculties is usually so not however given abundant attention, particularly to students. If it's understood that the particular application of mutual tolerance, respect and respect is incredibly necessary, breed within the setting of scholars or the setting of the teacher council. Therefore, philosophy education for college students is incredibly imperative to be inspired as a foundation for the event of a a lot of open, tolerant and democratic Indonesian society. The most prominent strength in multicultural education in students is how their ability to accept differences as a natural and emphasize the importance of religious education to fight for and realize universal values among students without distinguishing religion and belief. Grant & Sleeter explains that race, social class, and gender are commonly used as a basis for forming groups of people in society [3] A teacher UN agency fails to integrate race, socio-economic class and gender will result in a misunderstanding of what's happening at college, even resulting in Associate in Nursing incorrect understanding of instructional justice. A teacher who fails to integrate race, social class and gender can lead to a misunderstanding of what is happening at school, even leading to an incorrect understanding of educational justice.

II. LITERATURE REVIEW

A. Values

Sowing is that the strategy works and therefore the thanks to build. What price the worth is itself a translation of the word price that is derived from Latin *valere* or language of ancient France *valoir* which can be meant as a price. the price of things or things that are assessed o or the results of interaction between an issue matter and object appraised rate or the results of the interaction of the two or a great deal of variables. Meanwhile, Kluckohn (Mulyana) defines worth because the conception (implied or expressed, that nature differentiates individual or cluster

characteristics) of what's fascinating, that have an effect on the choices on the method, the aim and therefore the finish action.

Thus, the values mean one thing metaphysical, although concerning concrete reality. we will see no price in physical kind, for price rating factors are a few things to seem for within the process of responding to human perspective that order a lot of price concerning the great that exists within the core of a thing. So, the worth may be a positive relationship between the amount of one thing with an individual. Among different things, the sensible price, social price, aesthetic, value, cultural values, spiritual values, ethical values or morals. Of some price higher than definition there's one intersection that mentions that the worth are a few things that's in invisible. However, there seems to be a kind of this price don't seem to be creating a price that doesn't exist, as a result of the worth is often inherent in everything that's around humans.

1. Refer Bertens, the values have the subsequent characteristics:
2. The worth related to the topic, if there's no subject that rate them there's no worth.
3. The worth gift in one thing sensible context, wherever the topic desires to form one thing.
4. The values contain properties that square measure "added" by the topic on properties in hand by the thing [4].

B. Multicultural of Education

Multicultural is cultural diversity. Etymologically, the term belief is formed from the word multi (a lot), culture and college of thought. As for the intrinsically, among the words of belief that contained recognition of human dignity that lived in his community with each culture is exclusive. Whereas, culture itself unbiased discharged from four necessary themes, significantly religion (flow), race (ethnicity) tribes and cultures. this implies that discussion of college of thought includes not alone cultural variations but together entrance among compound religion, racial or ethnic. belief is in addition a concept among that a community can acknowledge the position among the context of diversity, distinction and cultural pluralist, good race, tribe, quality and religion. a concept that provides our understanding that a plural or plural nation may well be a nation that is filled with varied cultures or college of thought. Thus, the school of thought paradigm to allow lessons to North American nation to possess associate degree appreciation of and respect for the culture and alternative religions [5].

In the in the meantime, if the philosophical system paradigm is delivered to the realm of education, that later gave rise to the term philosophical system education may be understood as education for folks of color. It means that education in it there's a good vary of human, or education that area unit shown to ascertain the range of people at large, or over that of education attempting to ascertain so addressing the realities of the range that exists in man either on an individual basis or as a social creature. Also, the philosophical system education means that the creation of people United Nations agency area unit responsive to the existence of the school of thought culture of that there are a unit several variations and respect the range that exists to

appreciate the harmony and peace. thus is that the cultivation of the values of philosophical system education here is that the method of embedding one thing at stake community related to a read or the abstraction that's thought-about sensible or dangerous. during this case the abstraction typically with education considering seriously the background of the learners each in terms of race, ethnicity, tribe, culture or faith.

III. IMPORTANCE OF MULTICULTURAL EDUCATION

Multicultural education is associate degree urgency for education in Republic of Indonesia. school of thought education has to tend to each level of education starting from elementary level education to high level education that is presently being enforced in many colleges which will be the main focus of this analysis. Recognition of the range of Republic of Indonesia society has been specific in writing on the Indonesian emblem. school of thought education in colleges in keeping with James A. Banks should be applied comprehensively, not solely honest attitudes among students World Health Organization ar completely different in faith, race quality and culture, however additionally should be supported by a programmed each written and coverts programme, integrative analysis and teacher World Health Organization have productive understanding, attitudes and actions in providing school of thought education services to their students.

In order to supply the best service for entire faculty client, the varsity ought to vogue, organize and management all parts of the varsity that will supports the varsity of thought education methodology well. faculties ought to organize learning processes can that foster college of thought attitudes of students so they'll become members of a democratic society, respecting human rights and justice. faculties ought to vogue learning processes, prepare curricula and magnificence evaluations and prepare lecturers United Nations agency have college of thought perceptions, attitudes and behaviors, so as that they become a district that contributes fully to the event of the student's college of thought attitudes.

IV. THEORETICAL PERSPECTIVE

James A. Banks, stating that the multicultural education has five interrelated dimensions, namely:

- a. Content Integration, that of human action wholly totally different cultures and groups perhaps the essential ideas, generalizations and theories in subjects or disciplines.
- b. The data Construction technique, i.e conveyance the students to understand, investigate, ensure but involved the acceptance of varied cultures, and conjointly the frame thereupon the angle designed a construction of latest knowledge.
- c. Associate Equality Pedagogy, i.e adjusting teaching ways by means that of student learning so as to facilitate tutorial accomplishment of scholars United Nations agency are various each in terms of race, culture or social strata.
- d. The data Construction technique, i.e conveyance the scholars to know, investigate, guarantee however concerned the acceptance of assorted cultures, and

collectively the frame therewith the angle designed a construction of latest information.

- e. Associate Empowering school Culture, that is done by trained cluster to participate in sports, move with the entire employees and students of assorted ethnic, and race to make a culture of instructional excellence.

All 5 dimensions on top of the completion of philosophical system education dimensions in step with James A. Banks. For in writing before, mentioning that the size of philosophical system education square measure a content integration, information construction space, associate equity pedagogy, associate empowering faculty culture and therefore the faculty a social structure. The fifth dimension of this, James A. Banks then add the prejudice reduction and the previous opinion that incorporate points of the school as a system (the school a system). Likewise, James A. Banks retain points the school at this system within the framework of multicultural education.

Multicultural education is feasible during a formal establishment ought to a minimum of concentrate to existing systems. supported the outline on top of, it's understood that philosophical system education not solely needs the involvement of educators, however all the parts that square measure within the establishment ought to be directed to the conception of philosophical system education. As is that the case with education policies, that ought to support the existence of the values of democracy, justice, equality then forth that reflects the philosophical system attitudes.

V. METHODS

This research uses library research methods from various national journals and international journals. The journal is limited by titles related to the theme of the role of schools in shaping a culture of tolerance through the values of multicultural education. then later content analysis will be carried out to determine its relevance to this study so that the appropriate journals will serve as a reference for literature review and data in this study.

VI. DISCUSSION AND RESULTS

Internalization of multicultural values needs to be realized early on through education, there are at least four reasons that can be stated. First, multicultural education can provide new breakthroughs in new learning that can increase empathy and reduce student prejudice so that citizens are able to manage conflict without violence (nonviolent). Second, the application of education and potential learning strategies in promoting the process of social interaction has a strong affection. Third, the multicultural learning model helps educators manage the learning process to be more effective and efficient, thus providing students the ability to build collaborative and have high value commitments in diverse community lives. Fourth, contribute to the nation of Indonesia in resolving and managing conflict of racial power that arises in society by increasing empathy and reducing prejudice [6].

In its application, multicultural education is not a stand-alone subject, but is integrated into other subjects such as sociology, social science, religion, citizenship as well as others, so that in its implementation it needs to be done by

educators as one component of learning. Therefore, multicultural education is not only the responsibility of educators of certain subjects but needs to be implemented integrally into various learning materials that are relevant to the subject matter concerned. The role of educators in implementing multicultural education is very important, where educators must be able to manage and organize the contents, processes and situations of multicultural school activities where each with a different background can develop themselves and respect each other's differences that are impossible to avoid in the school environment. With the capacity of creative and innovative educators and the support of all school components, it is hoped that students' understanding, and affection of multicultural values will be developed such as tolerance, solidarity, deliberation and self-disclosure [6].

According to Mahfud, indicators of the implementation of multicultural values that exist in schools, as follows [7]:

1) *Inclusive Value (Open)*

This value views that the truth shared by one group is shared by another group. This value recognizes pluralism in a community or social group, promising to promote the principle of inclusiveness which leads to the growth of sensitivity to various unique possibilities that exist.

2) *Prioritizing Value Dialog (Active)*

With dialogue, different understandings of things that are owned by each different group can be deepened without harming each party. The result of prioritizing dialogue is a close relationship, mutual understanding, respect, trust, and help.

3) *Value of Humanity (Humanist)*

Human humanity is basically a recognition of plurality, heterogeneity, and diversity of humans themselves. The diversity can be in the form of ideology, religion, paradigm, ethnicity, thinking patterns, needs, economic level, and so on.

4) *Tolerance Value*

In social life, tolerance is understood as the realization of recognizing and respecting human rights. Freedom of belief in the sense of the absence of coercion in matters of religion, freedom of thought or opinion, freedom of association, and so forth.

5) *Value of Help-Help*

As social beings, humans cannot live alone even though everything he has. Property is abundant so that at any time what he wants can easily be fulfilled, but he cannot live alone without the help of others and even happiness he may never feel.

6) *Value of justice (Democratic)*

Justice is a comprehensive term in all forms, both cultural, political and social justice. Justice itself is a form that every human being gets what he needs, not what he wants.

7) *Value of Equality and Fraternity of Country and International*

In Islam, the terms equality and brotherhood are known as ukhuwah. There are three types of ukhuwah in human life, namely: Ukhuwah Islamiyah (brotherhood of religions), ukhuwah wathaniyah (brotherhood of compatriots),

ukhuwah bashariyah (brotherhood of fellow humans). From the concept of ukhuwah, it can be concluded that every human being with different ethnic, religion, nationality and belief is a brother. Because humans are brothers, every human being has the same rights.

8) *Be Kind*

Looking at someone or another group by looking at the positive side and with that paradigm then there will not be a tone between one group and another group will blame each other. So that harmony and peace will be created.

9) *Love the Motherland*

The love of the motherland in this case does not mean narrow, not chauvinism which prides itself on its own country and insults others, nor opposes other countries. However, a broad sense of nationality and humanity that encourage to live in harmony and peace with other nations. So multicultural values include open values, democratic values, active values, tolerance values, help values, equality values, kindness and the love of the motherland. These values are instilled by the teacher to students in the teaching and learning process, these values are expected to affect the attitude of students to be able to accept and appreciate the existence of a difference.

In land alone, many studies have shown that syllabus content doesn't emphasize tolerance. Although according to Hoon found that private schools have provided religious tolerance teaching that emphasizes general values, through the school curriculum, religious textbooks and teaching strategies, tolerance education in Indonesia still needs much improvement [8]. Curriculum and textbooks are one among the vital things in serving to develop students' understanding of tolerance and spiritual diversity additionally as alternative aspects of faculty like leadership, politics, culture, and can't be neglected. In addition, the family or community also has a good role in teaching religious tolerance. The relationship between the community, school and family contributes to the achievement of educational goals starting from mutual understanding, working together with schools, families and communities.

VII. CONCLUSION

Indonesia is a multicultural country that is shown by social differentiation in the form of ethnic, social, cultural, religious differences and so on. Education is one of the effective media to develop multiculturalist awareness. Tolerance means having patience for differences. The concept of tolerance can include multicultural values, namely by respecting and respecting differences. Respect refers to an additional positive angle towards distinction, whereas for recognition it's designed on an additional positive angle towards distinction, whereas for recognition it's designed on a positive angle to diversity, in addition as equality of individuals UN agency have completely different religions and cultural practices. To foster harmony between cultural differences, the school as an educational institution is expected to be able to offer attention that may awaken students to understand that behaving reciprocally tolerant, respect, appreciate, perceive each other is incredibly vital.

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