

The Function of Multicultural Education in Growing Global Citizen

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Abstract-This study aims to determine the role of multicultural education in fostering a global citizen. Multicultural gives the same rights to the students without anyone feeling discriminated against by understanding cultural and tolerance values. In a modern era, it requires the skills that citizens must possess. The method of research is a case study through observation instruments and in-depth interviews. 1) Makassar High School Celebes Global School instills the value of multicultural by exchanging students to the Australia to learn about cultures that represent western (Australian) culture and eastern culture (Indonesia). 2) Global Senior High School of Makassar in collaboration with the Student Council consistently celebrates with a big day among religious people to recognize the culture of the archipelago and abroad such as the Hijri New Year, Christian New Year, and Chinese New Year. 3) Global Senior High School of Makassar realizes the importance of the citizens in the world by organizing international education by implementing the Indonesia-Australia integration curriculum.

Keywords: multicultural education, global citizens

I. INTRODUCTION

The diversity possessed by the Indonesian people is one of the gifts from God Almighty which is a characteristic of the Indonesian nation. Differences possessed by the Indonesian nation can give a sense of unity in the life of the community, nation, and in the state. Multicultural diversity is the essence of community life, but on the other hand the diversity is prone to conflict resulting in the threat of unity or national integration. Multicultural is basically an understanding of the religious reality, plurality, and multiculturalism found in people's lives. Multicultural emphasizes cultural pluralism into education which is based on the principle of equality and mutual respect among fellow humans to create unity in the fabric of people's lives.

Planting values in the function of education cannot be realized without going through the existing process. Then it is necessary to have a place or place to realize so that the value can be realized as its function, one of which is through educational institutions. With educational institutions can provide space for students to understand the importance of living peacefully without division due to differences that are owned by this nation, especially in multicultural. Multicultural is basically a world view which can then be translated into various cultural policies that emphasize the acceptance of the reality of religious and multicultural plurality found in people's lives. Multicultural can also be

understood as a worldview which is then manifested in political consciousness [1].

The existence of cultural diversity for the Indonesian people is a social reality that has become a necessity. However, this is not automatically accompanied by positive acceptance, in fact, many facts show the opposite phenomenon. In psychological terms, it must be acknowledged that multicultural awareness of society is something given, God's destiny and not a human formation factor [2]. Based on this view, the diversity of the Indonesian people, especially in culture, is something that is certain and cannot be rejected because of the nature of the gift from the creator, but the essence of culture itself is still some people who do not understand it well, usually arising selfishness that the cultural values that he believes are true without regard to the cultural values of other regions even though when viewed closely, almost all the cultural values in Indonesia attach importance to the value of goodness in it.

Diversity in a plural society is something natural that must be seen as a nature. This can be analogous to that of the human hand finger which consists of five different fingers, but all of them have their own functions and intentions, so that if everything is put together it will be able to do any heavy task. Living in a community that has shared differences is something that we should be grateful for that with differences that we can develop various ideas about understandings based on the beliefs of the culture itself, for example between Sundanese culture and Bugis culture. Each culture has Khasan according to the values that are believed in the community, but the goals it has must lead to goodness.

By looking at the problems that occur in the lives of citizens, especially in the global era. So the role of multiculturalism education in schools in fostering global citizens towards students, the researchers chose Makassar City as the research location. The researcher chose Makassar City as the research location because Makassar is one of the cities that has a culture that is still thick in the fabric of people's lives. Makassar society highly values the name siri 'which means shame. The shameful nature of the Makassar community has to live peacefully or harmoniously.

Global Senior High School of Makassar is an international standard school that has a "to be excellent to be global" jargon. This indicates that Global Senior High School of Makassar is very aware of the development of the age that

continues to grow in terms of science and technology so students are required to have a creative soul and spirit of thought that are critical and face global challenges. At present it is undeniable that the understanding that is included in the Indonesian state cannot always be implemented in community life and nationhood even in state life, one example is when a conflict or problem occurs it is resolved deliberately to achieve a peaceful bond from both sides party. Indonesian society has values that have always been believed to provide a deep understanding of the existence of a sense of security when dealing with conflicts due to differences in ethnicity, race and religion. The value of deliberation is a description of the value of the Pancasila which is the ideology of the Indonesian state.

So from that the importance of the value of multicultural in the life of a global citizen (global citizen) without removing the values that have lived in public life. But we also cannot be phobic or have an excessive fear of something about the development of the times, especially in the era of global citizens. Global Senior High School of Makassar students usually study abroad, such as in Australia, which is a collaboration with a Global Senior High School of Makassar and when they are in Australia students display the culture in Makassar such as dance which is a characteristic of Indonesian society. The combination of cultural values in the global community is very important without eroding the values that have been lived in the community. So from that multicultural understanding in students is very important as a global citizen.

In this 21st century, the world is increasingly open so that it requires personal quality, integrity and leadership so as not to be easily carried away by the current era. Schools that have a very important role in the lives of global citizens where students must be required to understand the development of the world. in facing global challenges. National character and identity must be embedded in students from an early age to maintain the pluralistic values which are the implementation of multiculturalism.

21st century competency requires the existence, communication and collaboration, critical thinking and problem solving and creative and innovation. Communication in the sense that citizens must have strong connections in the world where they are required to be capable of issuing creative ideas in terms of science and technology. At present, there is a need for citizen awareness to contribute to a constructive nature for the progress of the country, especially the country of Indonesia. Collaboration means that living in a global citizen must have a strong link or relationship in working together to achieve a common goal that is the creation of citizens who live fairly and prosperously. Then the last one is critical thinking. Global citizens demand that people think critically in receiving news provided by the media, one of which is hoax news or news that is not in accordance with the facts that occur.

II. THEORETICAL REVIEW

Multicultural Education

Etymologically, multicultural comes from the word multi, which means many / diverse and cultural, which means culture. Cultural diversity, that's the meaning of multiculturalism. Cultural diversity indicates that there are various kinds of cultures that have distinctive characteristics, which are different from each other and can be distinguished from one another. The notion or ideology of multiculturalism is called multiculturalism. "Multiculturalism" is basically a worldview which can then be translated into various cultural policies that emphasize acceptance of religious, plurality, and multicultural realities found in people's lives [3].

In general, multicultural education has many definitions, the experts give many contributions that have developed today. The term multiculturalism contains three components, namely, first, this concept is related to culture; second, this concept refers to a plurality of cultures; and third, this concept contains certain ways to respond to that plurality. Therefore multiculturalism is not a pragmatic political doctrine but rather as a way of thinking or a kind of ideology in human life [4].

Multicultural education has four phases in the history of its development, namely: (1) efforts to unite ethnic studies at each level of curriculum (2) multi-ethnic education as an effort to apply the equality of education through overall education reform (3) other marginalized groups, such as women, disabled people, homosexuals, lesbians, demanding changes in education (4) theoretical developments, research and practice, attention to relationships between races, sexes, and classes, producing shared goals of theorists and educators [5]. Multicultural education is aimed at realizing awareness, tolerance, understanding, and knowledge that considers cultural differences, as well as differences and similarities between cultures and their relation to world views, concepts, values, beliefs, and attitudes [6]. Multicultural education is one way to achieve unity in an environment that has differences both in terms of religion and within the cultural sphere. Multicultural education is expected to be a mediator in the many divisions in this country due to the emergence of sentiments because of the differences that we have.

Regarding the focus of multicultural education, H.A.R. Tilaar revealed that in a multicultural education program, focus is no longer directed solely to mainstream social, religious and cultural groups. Multicultural education is actually an attitude of caring and understanding or recognition of other people who are different. In that context, multicultural education sees society more broadly. In multicultural education, there are dimensions that must be considered. State that multicultural education can be interpreted as education about cultural diversity. So multicultural education is education to provide understanding to students so students will understand that they are diverse and different, by realizing these differences they are expected to be able to accept and tolerate each other [7].

The Concept of Global Citizens

According to Mansbach there are three reasons that influence the formation of global society, namely: (1) historically, groups of organizations have existed for a long time; (2) these global actors are required to do more in the post-cold war era; and (3) there are several regional organizations, some of which are global in nature with multipurpose goals. With the characteristics of global actors, this is what drives the formation of global society today because basically change is inseparable from history because along with the development of time, there must always be changes, especially in global competition [8]. Which gives a description of the results of the researchers' description of future citizenship identity which is then called multidimensional citizenship. The description of citizenship is intended to explain the diversity of citizens' meanings and citizenship education from all over the world needed to face the challenges of 21st century life [9]. To simplify the complexity of Multidimensional citizenship, divide it into four dimensions namely the personal, the social, the spatial and the temporal, with illustrations as follows:

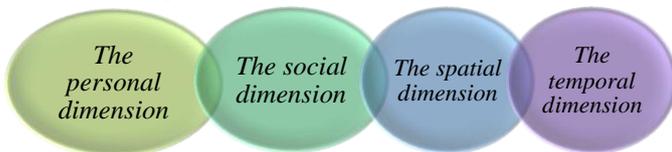


Chart 01. Multistic dimensions of Citizenship

Source: Multistic dimension of Citizenship, Cogan, J and Derricot (1998)

The description of multidimensional citizenship dimensions according to Cogan and Derricot, as follows:

a) The personal dimension (personal dimension)

The personal dimensions of multidimensional citizens are involved in developing personal capacity for commitment in the ethics of citizens by being responsible for individual and social thoughts and actions. So in this dimension, a citizen must increase critical and systematic thinking capacity; understanding and sensitivity to issues of cultural differences; responsible and cooperative in solving problems and conflicts without violence; availability to protect the environment, defend human rights and engage in public problems.

b) The social dimension (social dimension)

In the social dimension, assuming that having a personal dimension cannot develop a multidimensional citizen. The essence of citizenship is social activity, so citizens must be able to interact with others from sharing backgrounds, engage in public debates and discussions and be able to deal with issues and issues that are circulating in the community with an attitude of being able to accept differences of opinion, views and values different from other people.

c) The spatial dimension (space dimension)

In the 21st century, the position of citizens is not only a member of a country, but a member of several overlapping communities namely local, regional, national and multinational. This is seen as a spatial or spatial dimension. With changes in communication technology, it presents challenges that go beyond national boundaries and need solutions between nations. This is the role of partial dimensions that try to see and solve problems with these characteristics. Multidimensional citizens need competent citizens to live and cooperate on interconnected levels. If they combine dimensions private, social and spatial citizens, there will be citizens who think globally while acting locally.

d) The temporal dimension (temporary dimension)

The temporary dimension of placing multidimensional citizens as citizens who must act on history and values that prevail in everyday life. Citizens need a wealth of thinking from history and values that develop in society so that they can formulate multidimensional best practices. This means that citizens in the temporal dimension in facing contemporary challenges, should not be too busy with the present so they lose their past and future.

Revealing three types of "global citizens of students" that are personally responsible (perhaps giving blood or volunteers in times of crisis), participatory (active in community organizations), and oriented to justice (critically assessing social, political and economic structures to understand problems underlying it) [10]. This shows that global citizens are required to be fair and responsible so that it can be said that global citizens demand the presence of character in a citizen.

Globalization is interpreted as the emergence of a hybrid culture that is sourced and dominated by outside culture resulting in a crisis of local and national culture. Hybrid culture also results in the disappearance of national and local cultural identities. Such national and local identities are crucial for the social, cultural and political integration of people and nation-states [11].

This view emphasizes that the emergence of relations between two different cultures with different identities results in the characteristics possessed by a citizen can be eroded due to outside influence because not all of these values can be well received.

According to UNESCO In essence, there is a general agreement about what global citizenship (GC) means: Global citizenship refers to a sense of belonging to a wider community and the same humanity. This emphasizes the political, economic, social and cultural interdependencies and the linkages between local, national and global. Then in an effort to gain clarity, Morais and Ogden (2011) developed a three-dimensional Global Citizenship Scale that included social responsibility, global competence, and global civic involvement. other than that according to Schultz (in Bates, 2012) argues that there are three general categories of Global

Civic Education (GCE), namely: neoliberal, radical, and transformational.

- a. The neoliberal view, the goal of the Global Civic Education (GCE), is to prepare global citizens as travelers who are related to economics and socially who can be built freely 'across space and time without being burdened by national boundaries. Citizens generated by this form of Global Civic Education (GCE) seek to create space beyond traditional boundaries and local restrictions where he can access political, social, economic and environmental rewards from participation in global society.
- b. The radical approach to Global Civic Education (GCE) focuses on analyzing global structures that create deep global inequalities. Built primarily through a neoliberal approach to globalization, such a global structure is seen as 'involved in intensifying global poverty, deprivation, conflict and violence.
- c. Transformationalist view. The Global Civic Education (GCE) rejects the neoliberal commitment to a single global market economy and the radical view of global institutions as a new mechanism of imperialism. Instead, he acknowledges that globalization has' produced a complex and dynamic set of international, national and local relations that have created a new pattern of inclusion and exclusion.

III. RESEARCH METHODS

The research method used is a qualitative approach with a case study research strategy. The study was conducted at Makassar's Celebes Global School High School. The subjects of this study were school principals, teachers and students of Makassar's Celebes Global School High School. The research data was collected through observation, interviews, and documentation which were then analyzed using the Milles and Huberman models. Data analysis techniques consist of data reduction, data presentation, and data verification (Miles & Huberman, 2012). Data validation uses triangulation techniques from data sources and data collection techniques.

IV. RESULTS AND DISCUSSION

Basically this research wants to illustrate how multiculturalism education fosters global citizens. Celebes Global School Makassar High School is the place or location in this study. SMA Celebes Global School Makassar is an international standard school and provides students with an understanding of global citizen knowledge. The role of multiculturalism is very significant, especially in life that has so much diversity such as religion, culture, ethnicity and race.

Makassar High School Celebes Global School instills the value of multiculturalism by exchanging students to Australia to learn about cultures that represent western (Australia) culture and eastern culture (Indonesia). Besides that, in growing global citizens, Makassar High School Celebes Global School applies the principles of integrated quality management in school management and cooperates with educational institutions at home and abroad to open

access for graduates to continue their education in domestic and foreign universities.

Makassar High School Celebes Global School in collaboration with the Student Council consistently celebrates with a big day among religious people to recognize the culture of the archipelago and abroad such as the Hijri New Year, Christian New Year, and Chinese New Year. By improving the quality of creative religious activities that inspire diversity in order to create unity among students.

Makassar High School Celebes Global School realizes the importance of the citizens of the world by conducting international education by implementing the Indonesia-Australia integration curriculum. The mission of the curriculum is to improve the quality of the twin school relations program with several high schools in Australia and high schools in Indonesia especially in the field of information exchange planning and curriculum development and student exchange. Then establish cooperation with the business / industry and other institutions to open opportunities for apprenticeship programs that are directly related to the subjects studied in the classroom, and the last is to create superior programs related to improving the academic quality of students.

Some indicators of the success of education are multiculturalism in growing global citizens:

Indicator	Change
Knowledge level	Basically Celebes Global School High School already knows about global citizens and especially in multicultural knowledge because we live in a society that has many differences or is known as a plural society.
Changes in behavior	In the lives of global citizens, of course, it has a positive or negative impact, hence the importance of understanding good values in order to create a peaceful and peaceful life.
The role of multiculturalism in growing global citizens	Multicultural education has an impact on the growth of global citizens as held by Celebes Global School High School by exchanging students to Australia to find out the culture that represents western (Australian) culture and eastern culture (Indonesia). Then working with the Student Council consistently celebrates with a big day among religious people to recognize the culture of the archipelago and

	<p>abroad such as the Hijri New Year, the Christian New Year, and the Chinese New Year and the last is to realize the importance of the citizens of the world by conducting standard education international by implementing the Indonesia-Australia integration curriculum</p>
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Source: Results of observations and interviews of researchers

The results of the study show that the role of multiculturalism in growing global citizens is an important understanding of religious values to create a peaceful and peaceful life. Then it needs to be realized that at the moment we cannot escape the life of global citizens as Gerzon revealed that there are eight levels in thinking globally

(1) Our genes are global. It is our genes that determine the accuracy of amazing science. Our family tree all travels back to the beginning of Homo Sapiens in Africa. Genomic research can easily find out who our ancestors are and where they came from. Our genes prove that we are one of the human families, and that we are all interconnected. (2) Our body is global. If we trace the food we consume, or the medicine we drink, we quickly find that much of the ingredients are not from the local area. Except for a few remote areas, most of our food is not made alone. That jam, air and water needed in our lives, is part of an ecosystem that crosses all boundaries. (3) Our society is global. When we observe the community in which we live. We no longer specifically see people like us. Our neighbors or our coworkers, our child's classmates, the people we passed when we left for work, they became more and more different. They come from other places and cultures. (4) Our economy is global. When the financial crisis hit, it shocked the whole world. Not only one country, but several countries in the world. The stock market is declining. The value of our pocket money is determined by the number of eye exchanges in the world, as an action from our national government that prints it. Big opportunities are our jobs, and our children's careers depend on the ups and downs of the global economy. (5) Our environment is global. Global warming, loss of forest land and increasing erosion, oceanic pollution, scarcity of drinking water. This is a global trend. We cannot protect our air, water, land or supply food as a national environmental protection police. Finally, we need environmental police that transcend national borders. (6) Our property is global. Almost everyone lives in a dwelling, or rides a vehicle, or has something in which components are made from a country outside of us. We can test the accuracy of this statement simply by looking at the items we have. The clothes that I use, the computers that I use to write this sentence, the clocks on the wrists of my hands, all of these are artifacts made from outside the country where we live. Our civil life is global. There is no country in the world that is not affected by pressure from countries outside the region. This is true in large countries such as China, Russia or America and in small countries such as

Singapore, Nepal, Kosovo or Rwanda. At present our society more often debates national politics than before, due to "external" or international factors. (7) Even our religion is global. The beliefs that we hold (or maybe we reject) are formed and reshaped for centuries, and through various cultures. Whatever one's beliefs, perhaps called the person's, Christianity, Islam, Judaism, Buddhism, Hinduism, or other small traditions are very unlikely if they come from the area where they live. This belief is more likely to come from other countries, other cultures, or even other continents [11].

According to Sumarsono Globalization is characterized by the rapid development of science and technology, especially in the fields of information, communication and transportation, so that the world becomes transparent as if it were a world village without recognizing national borders. creating new structures, namely global structures. This condition will affect the structure in the lives of the people, nation and state in Indonesia, and will also influence the pattern of thought, attitudes and actions of the Indonesian people [12].

Global citizens are highly expected to have expertise in preparing every citizen to take part in the sustainability of life in a country, so the role of educational institutions is ideal to prepare citizens in global competition. So the role of educators in schools is very serious to prepare themselves to have knowledge and skills in teaching. Expressing an educator in teaching must pay attention to the following conditions. 1) appreciate cultural differences and similarities including ways to teach diversity and awareness of perspective; 2) the world as a system and the concept of interdependence and are interrelated; 3) how students exist in a place that influences and is influenced by the relationships of global people and organizations throughout the world.

V. CONCLUSION

The role of multicultural in growing global citizens is expected to be able to transform education as a whole to dismantle deficiencies, failures and discriminatory practices and the educational process. Multicultural education is expected to produce intelligent human beings. Public awareness of the importance of education for students needs to be improved, considering education is one of the elements inherent in humans as a right that must be accepted. And education will bring the community itself to progress, both progress in politics, economics, social and culture. The progress expected by the community is peace, harmony, and avoid various forms of conflict.

Living in a global citizenry, it is necessary to have awareness that must be possessed by global citizens such as awareness of perspective, awareness that some individuals have a global view that is different from one another; awareness of living conditions that are constantly evolving, this dimension shows the need for awareness of community conditions and trends that arise such as population growth, migration, economic conditions, natural resources and physical environment, conflicts between nations and conflicts in one's own country, intercultural awareness, this dimension

showing the existence of awareness of the diversity of thoughts and their implementation can be found in human society on this earth.

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