The Concept of Multicultural Approach through IPS Education and Its Relevance in the 21st Century Era

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Abstract

The factual condition illustrates that the condition of the Indonesian people is increasingly critical. This incident was triggered by various unresolved social problems. Social problems are a scourge of shared homework, especially teachers and the community. A multicultural approach integrated with Social Sciences (IPS). Educational learning offers an alternative through the application of diversity-based educational strategies and concepts in the Community. This paper aims to describe theoretically how to integrate multicultural approaches and social studies. So, the portion of multicultural education and social studies is able to equip students with sensitivity in dealing with social symptoms and problems that are rooted in differences. These differences such as ethnicity, race, religion, and values that occur in the community environment for the cultivation of unity. Therefore, this substance and learning model will be able to focus learning on appreciating cultural diversity in the 21st century era.

Keywords: Social Problems, Multicultural Approach, Social Science Education.

Introduction

Indonesia is an archipelagic country. The Archipelagic State (Indonesia) has a diversity of major religions in the world (Shofa, 2016). The spread of these major religions cannot be separated from the geographical position of the archipelago in the world of commerce since ancient times (Kurniawan, 2016). Not surprisingly, the influence spread of Hinduism, Buddhism, Islam, Catholicism, Christianity and other religions. Based on its development, historical records then form sub-ethnicities in Indonesia so that they have their own culture (Hanafy, 2015). In a cultural perspective, ethnic diversity has not only been maintained and developed within areas where ethnic concentration exists, but has also spread throughout the region.

The diversity (Bhinneka Tunggal Ika) which is Indonesia's gift requires it to build a multicultural democratic society (Budiatri & Wiratraman, 2022). The point is to demand a national education system that can build society. Thus the National Education System must refer to and implement processes to realize its goals and functions. In Indonesia today, various efforts have been made to formulate and try to realize these goals. The embodiment has been supported by the recognition of the existence of a pluralistic Indonesian society and nation and recognition of regional autonomy, new experiences that need to be continuously researched and perfected (Hidayat & Machali, 2012).

Because of this connection, social science education (IPS) appears as a subject that provides guidance on the development of intellectual and social competence. Focusing on social skills is one of the factors that is developed as a competency that must be mastered by students. These skills will lead to the process of searching, selecting, processing, and using information. This process will be able to empower oneself to

be responsible as an Indonesian citizen. Social Studies Educational Context provides space for the formation of democratic students (Nor, 2014).

This corresponds to the need for a pluralistic shield in the Indonesian State. Therefore, social studies subjects are grouped into two aspects (Nurbudiyani, 2013). First, the ability to develop the concept of social life, and Second, the ability to apply the concept of social life through practical learning experiences. Both must be used as guidelines and references in daily activities so that by learning social studies, students can develop their social skills according to the expected competencies.

The era of disruption is a period of openness or often referred to as the 21st Century (Rahmawati, 2018). The 21st century itself is the present or ongoing period. One of the eras of the 21st Century makes it easy to get information with technological sophistication. Technological sophistication must be supported by the controller (self) (Aisyi & Rohman, 2022). This means that as users of technology, society must be able to sort information so that there is no split of opinion that can change one's thinking. Many hoax news are spread among the public, thus justifying themselves and their beliefs. But forgetting the essence of a unitary state, namely Bhinneka Tunggal Ika.

Based on the problems above, the researcher tries to describe how the concept of Multicultural education is in the Social Sciences Education concept. All of this is done in order to be able to use a multicultural approach in facing the challenges of a pluralistic society which is coupled with the motto Bhinneka Tunggal Ika. The study in this paper seeks to conceptualize how Multicultural Education in the IPS Approach welcomes the 21st Century.

Method

The research described is qualitative. Qualitative itself is one of the approaches used in research (Sugiyono, 2013). Qualitative is descriptive. This means that the data is presented by reading and analyzing writings related to the discussion, both from Rumah Jurnal and other supporting books and references. So that the presentation of the relevant data analysis knife is in accordance with the discussion.

Gambar 1: Research Desain
(Rohman et al., 2022)

Results and Discussion

Perspectives on Social Problems and Multicultural Approaches

Basic identity emerges in social interactions among ethnic groups. Agents from the interaction of different ethnic groups will realize that there are group differences between them (Arisman & Bahari, 2013). The basic identity then becomes a differentiator among the various ethnic groups that interact with each other. Basic identity is the source of primordial ties, birth ties of family or blood relations (genealogy), relations of race, religion or religious environment, as well as certain languages or dialects. Similarities in blood relations, dialects, races, customs and so on that create emotional bonds. Excessive levels can be destructive. Geertz bonds can be thought of as the "inheritance" of existing social traits. A "continuous continuity" and mostly family ties, but more than that, it is an inheritance coming from being born in the religious midst of a particular society, speaking a certain dialect of a language, and following certain social practices (Yapi Taum, n.d.).

In everyday life, the basic identity of an ethnic group is often manipulated. Basic identities can be deactivated, activated, or narrowed down because they are not something permanent or rock-hard but like fluids. In other words, it can flow and develop to have adjustments in life. In certain circumstances, the basic identity that manifests its existence in the form of primordial ties gives rise to strong emotional cohesion or excessive ethnocentrism, so that it becomes a source of disaster. Building a multiethnic and cultural society like Indonesia demands a new perspective. A pluralistic and multicultural society is impossible to build without human

intelligence and morals. Culture in social life is very important because it becomes an adhesive tool in a community. Therefore, every country needs cultural politics.

Cultural politics can be carried out through "educational" provocation. According to some education is more directed to teach how to think than what is thought. He further explained that students should be taught to understand all kinds of knowledge and actively discuss different knowledge constructions and interpretations. In fact, good learners are people who always learn all kinds of knowledge and actively participate in discussing the construction of knowledge (Hasibuan et al., 2022). Students also need to be made aware that in receiving knowledge that there are various kinds of interpretations that are determined by their respective interests. They have to get used to accepting differences (Muliyani et al., 2019).

This is because the educational environment is a system consisting of many factors and key variables, such as school culture, school policies, politics, and the formalization of curriculum and fields of study. When there is change, the change is more focused on creating and maintaining a school environment in an effective multicultural environment. Every student must adapt to the multicultural school environment. The main goal of multicultural education itself is to change learning and learning approaches towards providing equal opportunities to every student (Hanum & Rahmadonna, 2009). Students teach lateral thinking, diversity, and uniqueness to be valued. This means that there must be changes in attitudes, behavior and values, especially the school's academic community. When students come from different backgrounds, they must learn from one another, interact and communicate, so as to accept the differences between them as something that enriches them.

IPS Education Conception Study

Social Sciences Education (IPS) is a subject at the elementary and high school levels or one of the study programs at a university synonymous with the term "Social Studies". Social studies requirements in elementary schools are the names of subjects that stand alone as an integration of a number of concepts from the social sciences to the humanities, sciences and even social issues. social studies material for the elementary school level is not seen from the disciplinary aspect because what is more important is the pedagogical and psychological dimensions as we all characterize students' holistic thinking skills (Endayani, 2017).

Based on several definitions and definitions of Social Studies (IPS) as stated by several experts above, it can be concluded that Social Sciences (IPS) is one of the subjects that combines basic social science concepts such as geography, history, anthropology, and psychology. to be taught at the educational level. The definitions of the word learning and the meaning of the word IPS as described above are combined into one meaning, so learning IPS is an attempt made deliberately by educators to convey knowledge related to social issues and citizenship to be taught at every level of education using learning methods and models. effective and efficient (Hasibuan & Rahmawati, 2019).

IPS is an integrated study material which is a simplification, adaptation, selection, and modification that is compiled from the concepts of History, Geography, Sociology, Anthropology and Economic Skills (Ratnawati, 2016). The existence of social studies subjects in elementary school students is expected to have knowledge and insight into the basic concepts of social sciences and humanities, have sensitivity and awareness of social issues in their environment, and have the skills to learn and solve social problems. (Kacuik et al., n.d.).

IPS lessons emphasize the "educational" aspect. concept transfer because in IPS students are expected to be able to understand several concepts and develop and train attitudes, values, morals, and skills based on the concepts they have. IPS also discusses the relationship between humans and their environment. This is a community environment where students grow and develop as part of society and are faced with various problems in the surrounding environment.

The National Council for Social Studies (NCSS), as an organization of IPS experts, has become a reference source for formulating social studies learning objectives to develop learners into citizens with knowledge, values, attitudes, and skills to participate in democratic life where course content is explored and selected based on history and social sciences, and in many respects including the humanities and sciences (Purnama, 2021). The two main objectives of social studies learning are inseparable, integral, interconnected, and complementary. IPS has a very helpful role in preparing citizen democracy by instilling nationality and citizenship supported by mastery of social science disciplines. The purpose of this research is for students to have knowledge and insight into the basic social concepts of science and humanities, have sensitivity and awareness of social problems in the environment, and have the skills to study and solve social problems.

Multiculturalism and Social Studies Subjects

Indonesia is known as a multicultural country that should be able to provide an anticipatory attitude and be responsive to the phenomenon of cultural heterogeneity (Syaikhu, 2016). The existing differences have created a negative impact from the conflict. One of them is caused by the heterogeneity or social differentiation of society. Multiculturalism recognizes the existence of differences in society, where the differences are not only descriptive differences but also normative differences. These differences are understood not only to be known but must be realized in an egalitarian life (Lonto & Lolong, n.d.).

The perspective of multiculturalism in accordance with the subjects taught in schools can serve as a meaningful medium for the development of community awareness (Munadlir, 2016). In particular social studies education is an effective means of instilling multicultural awareness. One of the missions of social studies education in elementary and junior high schools is to equip students with a set of knowledge, attitudes, values, morals and life skills that are useful in understanding themselves and the environment around the nation and

state. The environment referred to in this context includes ethnicity, religion, race, ethnic diversity, and languages in Indonesia. Education that has been instilled in the curriculum from elementary to tertiary education has presented the concept of diversity. However, the implementation of IPS education has not been optimal in emphasizing education on normative diversity.

Social studies education taught in schools generally does not revive good multicultural education, and even tends to be counterproductive. This condition is similar to subject religion, in that social conflict is often reinforced by legitimate religion taught in conflict-prone regional school religious subjects. Many ethnic and ethnic conflicts that occurred in several regions were motivated by a lack of public understanding of national multiculturalism so that efforts to instill and internalize cultural diversity for the community are a must for the nation to remain strong.

Attitudes towards multiculturalism require prudence and soul and tolerance. Continuous efforts to increase understanding and awareness of multiculturalism literacy, especially through education are carried out. So far, new diversity education has been used as one of the subjects in several subjects in primary and secondary education, such as in Social subjects.

Social studies education itself examines social life based on geography, economics, history, anthropology, sociology, and state system studies (Afandi, 2011). social studies subjects present and study humans in all aspects of life and their interactions in society. To achieve the goals that have been set, the need for teachers who teach social studies subjects in junior high schools has adequate skills and skills or others. That is proficient in mastering the competencies that must be possessed in IPS. Social studies educational materials as sourced from the social sciences to be presented at the university level, only because of considerations of the level of intelligence, student maturity, educational materials are simplified, selected, adapted and modified for the main institutional goals and second lessons. The role of social studies is very important to educate students to

illustrate knowledge, attitudes and skills sequentially to take an active part in their future life as members of society and good citizens.

Conclusion

Cultural diversity in Indonesia is a historical and social reality that is hard to deny. The uniqueness of these various cultures has implications for everyone's mindset, behavior, and personal character as a living tradition in the community and region. This is because the traditions that are formed are different from one tribe/region to another. The existence between cultures opens opportunities for conflicts whenever there is no mutual understanding and respect for each other. Consequently, the process for minimizing this required conflict. For this reason, multicultural education efforts are needed to empower a pluralistic and heterogeneous society to understand and respect each other and form character openness to differences.

Lessons to open up insights into understanding differences are presented through educational "provocation". Among the subjects presented in the curriculum, social studies education subjects are a form of social science which is interpreted as a view of society. The role of social studies education subjects is crucial to educating students to describe the knowledge, attitudes, and skills to take an active part in their future lives as members of society and good citizens.

This subject was developed to accommodate social problems that exist in society. In addition, it makes students more responsible, both to themselves and to other people or the environment. In short, social studies is a very important subject to be taught because it is directly related to the formation of good citizen behavior. They are citizens who have abilities and skills that are useful for them in everyday life. They are also citizens who are proud to be part of the Indonesian nation, and people who love their homeland. He concluded that social science education has the goal of developing knowledge, attitudes, and social skills in the form of concepts and learning experiences that are selected or arranged in social research.

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