



Implementing Multicultural Education with Building Human Resources

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Abstrak

Pluralitas, keragaman, dan variasi sebaik bermacam-macam (multiformisme) publik dan budaya di kancah Internasional, khususnya di lingkup masyarakat Indonesia sangat majemuk, adalah realitas pada suatu keniscayaan. Pluralitas dan keberagaman ternyata memiliki menimbulkan eksese negatif dan mempertaruhkan kritis belakangan ini termasuk tabrakan. Publik dan budaya lokal dalam berbagai tempat di Indonesia. Oleh karena itu penting diantisipasi antara lain dengan kehandalan Sumber Daya Manusia yang kuat (SDM). Implementasi pembangun berbagai sektor seperti sifat sumber daya, material, dan finansial tidak akan memberikan implikasi optimal bagi perbaikan kesejahteraan, apabila tidak didukung oleh ketersediaan yang memadai Faktor SDM yang handal, baik secara kualitas maupun kuantitas. Kehebatan SDM bukan hanya dalam konsep, tapi bagaimana mengimplementasikannya dengan baik dan benar. Data yang digunakan adalah data kualitatif. Kajian ini referensi dan galian literasi yang relevan, sifatnya menganalisis data metode yang digunakan adalah dengan mereduksi data, menyajikan data, dan menyimpulkan serta memeriksa hasil penelitian secara berkelanjutan dalam proses penelitian. Hasil penelitian menunjukkan bahwa; Kemajuan yang dicapai suatu bangsa didukung oleh sumber daya manusia yang berkualitas. Pengembangan SDM pada pokoknya diarahkan dalam rangka peningkatan partisipasi dan implementasi SDM, yang pada gilirannya akan meningkatkan produktivitas kinerja. Tidak terkecuali dunia akademisi dalam melaksanakan pendidikan multikultural harus memiliki landasan yang kuat dan mumpuni khususnya di bidang SDM.

Kata Kunci: Pendidikan, Multikultural, Sumber Daya Manusia

Abstract

Plurality, diversity, and variation as well as public and cultural multiform in the international arena, especially in the very pluralistic Indonesian society, is a reality of necessity. Plurality and diversity have led to negative excesses and critical risks recently including collisions. Public and local culture in various places in Indonesia. Therefore it is important to anticipate, among others, the reliability of strong Human Resources (HR). Implementation of the development of various sectors such as the nature of resources, material and financial will not provide optimal implications for improving welfare, if it is not supported by adequate availability of reliable human resources, both in quality and quantity. The greatness of HR is not only in the concept but how to implement it properly and correctly. The data used is qualitative. This study references and explores relevant literacy, in nature to analyze the data the method used is to reduce data, present data, and conclude and examine research results on an ongoing basis in the research process. The research results show that; The progress achieved by a nation is supported by qualified human resources. HR development is principally directed towards increasing the participation and implementation of HR, which in turn will increase performance productivity. The world of academia, in carrying out multicultural education, must have a strong and qualified foundation, especially in the field of human resources, is no exception.

Keywords: Education, Multicultural, Human Resources

Introduction

Indonesia is destined to exceed other countries because it is not only multi-ethnic, multi-ethnic, and multi-religious but also multicultural. If so, then the Indonesian people are very vulnerable to violence caused by the plurality that exists there. Therefore, it requires preventive action from stakeholders to reduce all potential conflicts and build an attitude of togetherness with one another, giving positive

value and mutual respect. One of the strategic efforts is to build pluralist awareness in the younger generation with multiculturalism-based education (Ismail Fuad, 2009: 2).

In line with Abudin Nata's expression, Indonesia, whose ideology is Pancasila, has cultural, ethnic, and religious backgrounds, as well as very diverse economic and social levels. The pluralistic condition and heterogeneity of the public in Indonesia, which in turn greatly

influences the pattern of human education (Speech by the Professor of UIN Jakarta)

Therefore implementing multicultural education is needed to overcome various problems from these differences. Based on the facts and various news consumed by the public, many things are disharmony from elements of ethnic and religious cultural differences, so the design of education through cognitive as well as affective roles will make a positive constructive contribution. The choice of education is inevitable as a lamp in the design of the nation and state. However, the importance of multicultural education will not be realized when human resources are neglected so they are weak. So the improvement of the competitive human sector is a necessity,

Regarding human potential, the topic of empowering human resources today is a hot topic discussed in scientific forums, such as symposiums, seminars, or panel discussions. It becomes interesting when HR empowerment is linked to problems in Human Resource Management and other external factors. Therefore, it is no exaggeration if HR studies can be said to have a high level of importance for in-depth research and studies. The education sector is no exception in mobilizing human resources. Optimal whole human empowerment is the key to improving the quality of education (Des Eri K., et al., 2009: 4)

In the Public Administration Agencies Leadership Training module, the study of Human Resource Empowerment (*Empowerment of Human Resources*) as one of the courses studied from General Management Studies and at the same time part of the Level III Leadership Education and Training program module (Diklatpim Tk. III). These activities are certainly very significant in improving organizational performance and are a management tool (tool of management) to realize the figure and professionalism of a leader in a structural position at echelon III level both in public

organizations and business/private organizations (Sunarso, 2008: 1)

Government Regulation (PP) No. 94 of 2021 concerning Governance Improvement in HR management is considered good because it is related to performance, integrity, ethics, professionalism and organizational cultural values (M. Mazid PUPR Apple, 10/11/2021). In terms of the editorial, which sharpens the belief that learning resources are very relevant to the effectiveness and quality of performance, the government provides each agency with the opportunity to conduct training and even education to improve human resources in the future, the estuary of the expected achievements will improve the quality of their work.

Komarudin Hidayat (2004), explains that to save the nation's assets in the form of Indonesia's cultural diversity and raise its dignity in the future, there is no other choice for the government except to give priority to improving education, without having to sacrifice the nation's cultural identity both nationally and locally.

Writing in this research, this study focuses on building human resources with the ability to carry out multicultural education, both ethnic, cultural, racial and religious studies, and how multicultural education efforts can be implemented both nationally and internationally. The analytical knife in realizing this intention is to empower human resources in multicultural education. The expected final goal, namely to realize the activity and productivity of educational performance, so that work results are more optimal and more responsible in all sectors of work that have been entrusted.

Method

The method used is a literature study with descriptive analysis techniques, using qualitative data. The study review examines the literature and references that are relevant to the object of study and discussion. This qualitative research

method refers to the concept of Miles and Huberman translated by Tjetjep Rohendi Rohidi (2009:137) in analyzing and validating data. The method used is data reduction, presenting data, and concluding and checking research results on an ongoing basis or in terms of triangulation in the research process.

Results and Discussion

Multicultural History

In October 1994 Unesco suggested the idea of multicultural education as a global commitment. The recommendation includes several messages. First, education should develop the ability to recognize and accept the values that exist in personal, gender, social and cultural diversity and develop the ability to communicate, share and work together with others. Second, education should strengthen identity and encourage the convergence of ideas and solutions that strengthen peace, brotherhood and solidarity between individuals and society. Third, education should increase the ability to resolve conflicts peacefully and without violence (Rahmawaty Rahim, 2012: 164)

Multiculturalism examines various problems that support the ideology, politics, democracy, justice, law enforcement, employment and business opportunities, human rights, cultural rights of communities and minority groups, various ethical and moral principles, level and quality of productivity and various other relevant concepts. Parsudi Suparlan, 2002: Udayana University 16-19). Multiculturalism discourse began to emerge and was widely used in the 1950s in Canada. According to the Longer Oxford Dictionary, the term multiculturalism comes from the word multicultural. This dictionary cites a sentence from the Canadian newspaper the Montreal Times which describes the people of Montreal as a multicultural and multi-lingual society (Muhaimin. Link-
<http://www.education/pendOrg.hatm>).

According to Tilaar (2005: 82), in general, the history of multiculturalism was only around 1970 in various parts of the world such as Canada, Australia, the United States, England, Germany and so the discourse of multiculturalism developed very rapidly. This is again due to the demands and developments of the times. the birth of multiculturalism was marked and caused by the following things: 1) the process of democratization in the public, 2) the re-development after World War II; and, 3) the birth of Understanding Cultural Nationalism.

The history of multiculturalism is the history of a plural society. Besides Canada, America and Australia are among the countries that are very serious about developing concepts and theories of multiculturalism and multicultural education, they are classified as countries that have succeeded in developing a multicultural society and they can build their national identity, with or without eliminating their previous cultural identity or culture. ancestors of their native land (2005).

Cultural competence and how these competencies are formed, Akhmad (2012: 81), quoting from Papa dopoulos & Lee, proposes a model for developing cultural competence as follows; cultural competence is formed by various factors, mastery of knowledge, critical thinking, critical thinking, ability to develop something, and practical ability. These various factors are not static but dynamic and keep moving, forming cultural competence.

Multicultural Education

Multicultural education consists of two words that are related as subjects and objects or in other words "what is explained and explained", as well as the essence and consequences. Education is a conscious and planned effort to create a learning atmosphere so that students actively develop their potential to have the strength and develop their potential spiritual religious strength, self-control, personality, intelligence, noble morals, and the

skills needed by themselves, society, nation and society. country. Meanwhile, multicultural education in terminology is a process of developing all human potential that respects plurality and heterogeneity as a consequence of cultural, ethnic, ethnic and religious diversity (Maslikhah, 2007: 48).

Based on Prudence Crandall in Dawam, (2003: 100) an expert from America said, multicultural education is education that pays serious attention to the background of students both from the aspect of ethnicity (ethnicity), race, religion (beliefs) and culture (culture). Meanwhile, Azyumardi Azra, (2003: 21) says, simply multicultural education can be defined as education for or about cultural diversity in responding to demographic and cultural changes in a particular community or even the world as a whole.

Whereas in the perspective of a process, multicultural education is (1) the process of knowing the political, social, and economic realities experienced by individuals who are culturally different and in complex human interactions, and (2) a reflection of the importance of paying attention to culture, race, sex differences and gender, ethnicity, religion, social status, and economy in the education process. Sletter as quoted by Burnet (1991:1), interprets education as "any set of processes by which schools work with rather than against appreciated groups" (Miftahul Choiri, Journal, 2003).

Furthermore, Ali in Miftah (2003), the characteristics of multicultural education are: (a) the goal is to form "cultural people" and create a "civilized society" (cultured); (b) the materials teach noble human values, national values, and ethnic (cultural) group values; (c) the method is democratic, which respects aspects of cultural differences and diversity of nations and ethnic groups (multiculturalist), and; (d) the evaluation is determined on the assessment of the behavior of students which includes perceptions,

appreciation, and actions towards other cultures. It is important for a teacher or school to directly implement some actions to build a moderate understanding of diversity in schools to gain success for the realization of noble goals, namely peace and brotherhood among people or communities who do have different religions and beliefs. (Yaqin, A., 2005)

Building Human Resources (HR) With Models

The building is carrying out development activities, which is a process of systematic, planned, integrated and sustainable activities to achieve a positive state (benefits) that is better than the previous situation, both for the humans themselves, for the institutions where they work and for the community or the community environment. Being able to build means power (strength and energy) and a willingness to work as well as possible, professionally and responsibly. Meanwhile, in the study of models in the social sciences, models can be understood as images or representations of reality. In a model there is a set of variables that are interrelated in a certain relationship pattern so that the existing reality can be understood in detail (Priyono & Marnis, 2008: 185).

The Human Resource empowerment model in the field of education with the Soft System Methodology (SSM) approach developed is a concrete manifestation of the development of HR empowerment theory with a different perspective from the concept of HR empowerment in general. As supporting material for the implementation of HR empowerment in the field of education with a very effective SSM approach to improving organizational performance, the following will be described: Empowering School Principals with the SSM Approach developed by Kusumaningrum, et al. (Priyono & Marnis)

From these two words, between building and modeling, judging from the description above, a synthesis can be built that building a model is an effort to try to raise a better level of

competency wisely and professionally, which then provides a model. as a representation of the occurrence of innovation or level of competence from the state and previous existence.

Meanwhile, the relevance of building human resources through models concerning empowering human resources is an effort to be able to empower superior human resources and be able to adapt to the progress of the times towards progress which is currently being intensified with the term industry 4.0 or even being able to adapt to the renewable industry, namely 5.0. Therefore, everyone who has authority such as leaders in the world of organizations, heads of administrative institutions in the world of bureaucracy, is able to adapt to further encourage various human resource developments, both in the form of educational training, scientific seminars and up to the conditions required in step early recruitment of human resources itself.

In response to the above, Ari Susanto (2021), offers, that in combining quality and quality in efforts to empower human resources, namely through 6 indicators:

1) Administration

This HR management model emphasizes the Human Resource Development (HRD) function as an administrator in a company that performs routine staffing work, such as recording and archiving data and documents related to employees. The role of HRD here includes managing team member data, recording leave, overtime, and recording team member attendance, arranging membership registration and BPJS reporting, and preparing offer letters.

2) Law

This Human Resource Management (HRM) model prioritizes the legal function of HRD to ensure that the company runs within the corridors of labor law. This role requires an in-depth understanding of laws

and regulations related to industry and employment, and minimal knowledge of the Labor Law and the Job Creation Law which are currently being discussed in the Omnibus Law study, Law no. 11 of 2020. Then its derivative regulations such as Government Regulations, Minister of Manpower Regulations and Presidential Regulations. HRD's role here includes preparing work agreement documents, compiling company regulations, representing the company in collective labor agreements with unions, and handling termination of employment.

3) Finance

This HR management model prioritizes the HRD financial function to design a fair and satisfying team member compensation and benefits package. HRD is also involved in payroll, provision of benefits and bonuses, as well as credit facilities from the office. The HRD financial function here can include calculating team member salaries including PPh 21 and BPJS contributions, paying holiday allowances (THR), providing bonuses from operating profits, compiling the structure and scale of wages, adjusting and increasing salaries, paying reimbursement, calculating overtime pay, and calculating meals and transportation.

4) managerial

The managerial model focuses more on the HRD function in planning, managing and supervising employees in the company to maintain productivity. HRD plays a role to recruit appropriate candidates and dismiss candidates who are not suitable, conduct performance appraisals and evaluations, and prepare candidates for role filling or promotions, rotations, and demotions. The HRD managerial role also includes employee training and development to improve skills and

competencies according to company needs. This model requires good managerial skills.

5) Humanistic

This human resource management model prioritizes the role of HRD in managing employees as human beings and company assets, not just workers. Every employee has personal goals, such as wanting to acquire new skills, pursue careers that match their interests, and develop their potential with new, challenging roles and responsibilities. The HRD function here is to help each team member achieve his goals following company goals. Employees who find self-fulfillment are happier, more loyal, and have higher morale. In the end this will have an impact on increasing productivity.

6) Behavioral Science

This HR management model is based on behavioral science or psychology in managing company employees. Behavioral science is useful for directing employees to appropriate and positive actions, which can then encourage their contribution to achieving company goals. HRD must be able to become a counseling partner for employees, accommodate complaints, and offer effective solutions to solve problems. HRD also uses knowledge to understand the character, attitude and behavior of employees. For example, determining the right character for a role in the organization or developing talents in the organization.

From the six models of HR empowerment above, in a simple way, namely; The first is administration, carrying out routine work by managing employee data, such as recording, archiving and so on. Second, legal, ensuring that the work process has a formal legal basis, while internally making agreement documents, basic references and so on. The third is financial, designing compensation, in the form of rewards, reimbursement payments, and so on. Fourth

managerial, planning, monitoring to evaluation. The five attitudes are humanistic, painstaking, loyal to moral matters. The six behavioral sciences host suggestions for panel discussions, lectures and so on.

Implementation of Multicultural Education with HR

The existence of multicultural education in the development of the world has recently become a necessity, various problems that arise as a result of the multicultural understanding of ethnicity, race, religion and added ideology which not only color the Indonesian national scene, but also penetrate the international world order, so that sectoral egos also thrives from various walks of life and the State. Therefore the analysis of multicultural education is present as a beacon of light in the complexity of the darkness of the problem.

Various parts of the world are now focusing on multicultural studies, especially multicultural education. Among the facts that multicultural studies have become a world issue, at the momentum of the November 2022 G20 implementation in Bali, produced 9 (nine) Bali Documents which are also part of the studies focused on the world of education. The theme of the event in this momentum is entitled "*Future Religion inG20*, with the sub-themes Digital Transformation, Knowledge Management and Social Resilience" (pendis.kemenag.go.id).

That's how these world organizations focus their thoughts on the importance of multicultural education studies. However, it becomes taboo and only becomes a mere standard discourse, if the ability of human resources (HR) is not involved to be honed and developed as the implementation of multicultural education. Therefore, reviewing and coordinating thinking power, communication power and human and organizational relations power must be developed to the present global world level, which can be balanced with the potential that exists in this nation.

Implementation of development in various sectors such as natural, material and financial resources will not have optimal implications for increasing welfare if it is not supported by the availability of reliable human resources in quality and quantity. The greatness of HR is not only in the concept, but how to implement it properly and correctly. Human resources are not only embedded in cognitive and scientific insights, but more than that attitudes and character must also be included. Therefore, as human beings who participate in developing thinking power, especially Muslims must be able to hone intellect and spirituality, so that with this maturity the concept of multicultural education can also be implemented as expected by academics and observers of education today.

Daldiyono (2019: 151), in his book "Academic Culture" his concept of the trilogy of higher education, states that the maturity of thinkers in higher education is marked by the ideals of higher education which are embodied in intellectual, emotional forms. and maturity of moral ethics. These three things become one unit in their designation in honing reliable and plenary human resources. Humans must be smart but also true, must be great but also dignified.

Diversity becomes perfection, multiculturalism must be taught and cultivated in the world of education so that the concept of multicultural education is an offer that answers all problems both nationally and internationally. Starting with the maturity and reliability of human resources. In the context of the current world situation, especially in industry 4.0, where the world is now competing in mastery, these demands must be balanced with humans who are cognitively strong, great in perspective. Therefore the key to success in implementing multicultural education is to start with the power to build, develop and be able to focus attention on the human resources themselves.

Conclusion

From some of the descriptions in this paper, a conclusion must be drawn, so that the goals of multicultural education can be implemented, including:

1. Multiculturalism is a normal thing to develop according to the times and circumstances. Various complications and problems will come and go, with various factors such as sectoral ego, radical understanding, therefore the role of education must be echoed, especially the study of multicultural education.
2. Multicultural education is an order that is increasingly becoming the world's attention, both in organizations, government, especially in the world of education, so that every tertiary institution concentrates more on this study. World peace is more created and diversity becomes a reinforcement if we understand properly and correctly the importance of the culture of a pluralistic and multicultural society.
3. Human resources is a requirement that must be encouraged. In line with the progress of the world order and technology, it is one of the interests and talents of every human being and country to appear more complete. So the role of education to hone human resources is a constructive solution for the progress of a nation and efforts to align this nation with other nations. The implementation of multicultural education will be felt, and other resources will follow its development if the improvement starts with skills and improvements in the field of Human Resources as a whole.

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