



Multicultural Education in Indonesia

Fitrah Ramadhani

Postgraduate UIN Mataram

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Abstrak

Indonesia adalah negara multikultural terbesar di dunia, dimana negara Indonesia terdiri dari berbagai kelompok etnis, suku, agama, budaya dan sebagainya. Keberagaman bangsa Indonesia ini dapat menjadi sebuah berkah juga musibah, berkah sebagai sebuah entitas negara dan bangsa yang mampu merawat keberagamannya namun sebaliknya menjadi sebuah musibah jika bangsa ini tidak mampu merawat keberagaman dan menjadi sebuah disharmoni seperti yang terjadi belakangan ini. Pendidikan multikultural penting diterapkan kepada peserta didik dengan harapan agar anak mampu memahami bahwa di dalam lingkungan mereka dan juga lingkungan di luarnya terdapat keragaman budaya. Keragaman budaya tersebut berpengaruh kepada tingkah laku, sikap, pola pikir manusia, sehingga manusia tersebut memiliki cara-cara (*usage*), kebiasaan (*habbit*), aturan-aturan (*mores*) yang berbeda dengan yang lainnya.

Kata Kunci : *Pendidikan. Multikulturalisme*

Abstract

Indonesia is the largest multicultural country in the world, where the country of Indonesia consists of various ethnic groups, tribes, religions, cultures and so on. The diversity of the Indonesian nation can be a blessing as well as a disaster, a blessing as a state and nation entity that is able to maintain its diversity but on the contrary it becomes a disaster if this nation is unable to maintain diversity and becomes a disharmony as has happened recently. Multicultural education is important to be applied to students with the hope that children are able to understand that in their environment and also the environment outside it there is cultural diversity. This cultural diversity affects human behavior, attitudes, mindsets, so that humans have different ways (*usage*), habits (*habit*), rules (*mores*) from others.

Keywords: Education. Multiculturalism

Introduction

Indonesia is the largest multicultural country in the world, where the Indonesian state consists of various ethnic, ethnic, religious, cultural and so on. (Nurcahyono, 2018) Currently, Indonesia consists of 13,000 large and small islands, the population of the population is around 250 million people with various kinds of diversity, consisting of 300 tribes, and more than 200 languages. (Frenton Togatorop, 2021) In addition, the diversity

of religions owned by Indonesia adheres to as many as 6 religions, namely Islam, Christianity, Catholicism, Hinduism, Buddhism and Confucianism, as well as various other beliefs and sects. (Alfarisi, Muhammad Daniel Akbar, 2023)

The diversity of the Indonesian nation can be a blessing as well as a disaster, a blessing as a state entity and a nation that is able to take care of its diversity but on the contrary becomes a disaster if this nation is not able to take

care of diversity and becomes a disharmony as has happened recently. The disharmony shown on various social media platforms is a reflection that the country is in a state of emergency of awareness of diversity. Other problems such as corruption, collusion, nepotism, thuggery, political feuds, poverty, violence, separatism, environmental destruction and loss of humanity to always respect the rights of others. Examples such as the tragedy of the mass murder of PKI followers in 1965,(Sukamto, 1965) ethnic Chinese violence in Jakarta in May 1998,(Alamsyah et al., 2022) and the war between Christian Islam in North Maluku in 1999-2003.(Qodir, 2012)

The emergence of various disharmony in this diversity, therefore, the education sector becomes an important socialization agent and needs to be utilized as much as possible so that the disharmony events that occur can be avoided. The implementation of multicultural education is considered as one of the solutions to be able to instill the ability of people to live in diversity and a sense of tolerance among others. In this context, multicultural education is a progressive approach, this approach is in line with the principles of education implementation as stated in the National Education System Law (SISDIKNAS) of 2003 article 4 paragraph 1 "Education is organized democratically and fairly and non-discriminatory by upholding human rights (HAM), religious values, cultural values and plurality of times. (Ratnaningrum, 2022)

Multicultural Education in Indonesia needs to consider a combination of existing models, so that as proposed by Groski (1990) "Multicultural education can include three types of transformation, namely the transformation of oneself,

school and society" by using various educational methods and strategies and implementing them that have a vision and mission that the next generation is expected to become a "Multicultural Generation" that respects differences, always uphold democracy, justice and humanity in the future.(Haryani, 2018)

Research Methods

The research method is a scientific procedure that is carried out in a structured manner to obtain data and objectives, in this study the researcher uses a qualitative research method that is descriptive. Furthermore, this study uses a research approach with the type of library research where in the process of collecting data, the researcher conducts a process through in-depth studies on relevant literacy sources related to this research and then draws a conclusion.

Results and Discussion

A. The Concept of Multicultural Education

Multicultural education etymologically consists of two words, namely education and culture. Education in simple and general means as an effort to grow and develop innate potentials, both physical and spiritual, in accordance with the values that exist in society and culture. While multicultural is defined as cultural diversity, various politeness. In terminology, multicultural education can be interpreted as education about cultural diversity.(Supriatin & Nasution, 2017)

According to Brant in Billing & Gilbron (2004: p.37) multiculturalism is focused on providing information and raising awareness about ethnicity, culture, equality, and ignorance. Multicultural means that all students regardless of gender, social status, ethnicity, race, or cultural characteristics must have the same

opportunity to learn in school. The concept of multicultural education according to Mundzier in (Ibrahim, 2013) proposes several concepts about multicultural education:

1. That multicultural education is a philosophy that emphasizes the important meaning of legitimacy and vitality of ethnic and cultural diversity in the lives of individuals, groups and nations.
2. Multicultural education is an institution that is realized on the principles of equality, mutual respect, acceptance, understanding, and moral commitment to social justice.
3. Multicultural education is a teaching and learning approach based on democratic values that encourages the development of cultural pluralism and almost all of its comprehensiveness. Multicultural education is a commitment to achieve an educational equality. develop a curriculum that fosters an understanding of ethnic groups and eradicates oppressive practices.
4. Multicultural education is a comprehensive school reform and basic education for all learners that challenges all forms of discrimination and oppressive instruction and interpersonal relationships in the classroom and provides democratic principles of social justice

B. Goals of multicultural education

The goals of multicultural education according to Gorsky (Ibrahim, 2013) are:

1. Every student has the opportunity to develop achievements.
2. Students learn how to learn and think critically.
3. Encourage students to take an active role in education by presenting experiences in the context of

learning.

4. Accommodating all learning styles of students.
5. Appreciate contributions from different groups.
6. Develop a positive attitude towards different groups.
7. To be a good citizen at school and in society.
8. Learn how to assess knowledge from different perspectives.
9. Developing ethnic, national and global identities.
10. Develop critical decision-making and analytical skills so that learners can make better choices in everyday life.(Puspita, 2018)

C. Implementation of Multicultural Education in Indonesia

Multiculturalism education in Indonesia has been a quite interesting discourse since the early 2000s.(Baharun & Awwaliyah, 2017) Various academic forums such as seminars, symposiums, workshops, and public discussions with the theme of multiculturalism education. The idea of multiculturalism in Indonesia resurfaced in 2002, this was in line with the rollout of reform in 1998 and the enactment of regional autonomy starting in 1999.(Wahyu Adinda Nur Ashifa et al., 2022) The new order government tends to be run centralistically by using uniform cultural politics and using a "tapestry" approach in seeing a multicultural society. After the new order, decentralization developed and regionality increased, this was realized to have a counterproductive effect when viewed from the perspective of national unity and integration. In this regard, the idea of implementing

multiculturalism in Indonesia is needed again. Basically, it is a multiculturalism that grew and developed in Canada and America.(Arifin, 2021) The understanding of multiculturalism is in line with the social fact that already exists in Indonesia, namely *Bhineka Tunggal Ika*. Both multiculturalism and *bhineka tunggal ika* have the same spirit, namely: *Unity in Diversity not uniformity in diversity*. Therefore, it is necessary to instill multiculturalist values in line with "Bhineka Tunggal Ika" through education.(Nurcahyono, 2018)

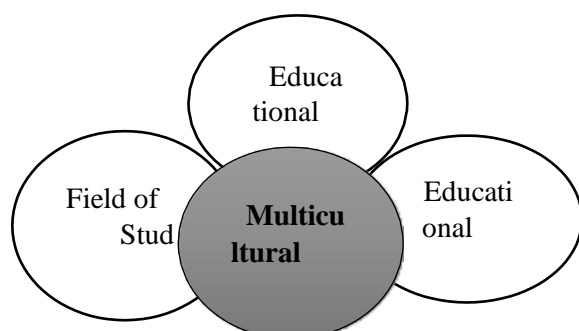
Multicultural education is important to be applied to students in the hope that children will be able to understand that in their environment and also in the environment outside there is cultural diversity. Cultural diversity affects human behavior, attitudes, and mindsets, so that humans have ways (*Usage*), habits (*habbit*), rules (*mores*) that is different from the others. Multiculturalism education is also an educational transformation to make people aware of the importance of understanding cultural relativism (*Cultural Reletivism*).(Solahudin, 2018)

In line with the opening of democracy in Indonesia, it also has an impact on the educational process, education guarantees the equality of all rights of the nation's children in obtaining education regardless of ethnicity, race, ethnicity, skin color or culture. The

implementation of multicultural education is considered a solution to unite and provide awareness of this diversity. In its application, multicultural education in Indonesia is positioned into three, namely as an educational philosophy, an educational approach and a field of study. Which can be described as follows

As educational philosophy, The wealth and diversity (multicultural) owned by Indonesia should be used to improve and develop the education system. As Educational Approach, a contextual approach must pay attention to the existing cultural diversity. As Field of Study and Study namely the discourse of multiculturalism that falls into certain subjects such as sociology, anthropology, and citizenship. Nowadays there is even a discourse to make multiculturalism education a separate subject.(Amirin, 2013)

At the implementation stage of multicultural education, Banks explained the five dimensions that must exist, namely: *First*, the integration of education in the curriculum (*Content Integration*) which involves diversity in an educational culture whose main purpose is to bring awareness of diversity. *Second*, construction science (*knowledge contruction*) which realizes by knowing and comprehensively understanding the existing diversity. *Third*, prejudice reduction (*prejuoce reduction*) which was born from the interaction between diversity in educational culture. *Fourth*, pedagogic of human equality (*Equity Pedagogy*) that gives equal space and opportunity to every different element. *Fifth*, school culture empowerment (*empowering school culture*). (Zamathoriq, 2021)



D. Problems of Multicultural Education in Indonesia

The problems of multicultural education faced in Indonesia are different from other countries, this problem is related to society and culture. The problems of multicultural education in Indonesia include:

F. Diversity of regional cultural identities

Diversity is a potential for conflict and social jealousy, the problem arises if there is no communication between regional cultures. (Rahman, 2013) The intercultural conflicts that have occurred in Indonesia so far have been motivated by ethnic, cultural, racial, tribal and religious diversity, for example in the Sampit incident in Kalimantan in 2001. This diversity can be used by provocateurs to be used as an issue that provokes problems, then in anticipating it, the existing diversity must be recognized as something that must exist and allowed to grow naturally. Furthermore, anticipatory steps are needed by providing education or socialization to the community, one of which is by implementing multicultural education. With multicultural education, it is hoped that each can appreciate differences, interact and communicate between cultures well. (Ibrahim, 2013)

G. Shift of power from the center to the regions

Since the dawn of reform and democracy, Indonesia has been faced with a variety of new and complex challenges, one of which is culture. In the cultural arena, there was a shift in power from the center to the regions, bringing great attention to the recognition of local culture and its diversity. If during the New Order period policies related to culture were still

decentralized, then no longer so. Culture, as a national asset, is no longer regulated by central policies, but is developed in the context of each local culture. When something comes into contact with power, various things can be used to seize power or perpetuate the power system. The concept of "regional sons" to occupy important posts in the government, although it is indeed a demand for the sake of equal distribution of abilities, does not need to be expressed into an ideology. The appointment of regional sons is indeed important to be carried out in the hope that there will be equity and development of potential in developing the region, but if this happens continuously, there will be public issues between the local population and the immigrant population.

H. Uneven economic well-being among cultural groups

An incident with SARA nuances like Sampit some time ago after being investigated turned out to depart from social jealousy that saw immigrants have a better socio-economic life than the natives. So some events in the country that have nuances of cultural conflict are triggered by economic welfare issues. The involvement of people in demonstrations that are rampant in the theme of demonstrations often occurs because people are under intense economic pressure. There are even those who are willing to do what they themselves do not know the meaning of in order to get a Rp.50,000 denomination. Many incidents have been revealed in the mass media regarding this. People will easily be intimidated into taking anarchic actions when the economic squeeze is crushing them. They will pour their burden and

frustration on groups that are considered to enjoy wealth that they cannot achieve.

I. Learning Framework

In the framework of learning, multicultural-based learning is expected to encourage the occurrence of imaginative, metaphorical, creative thinking and culturally aware processes. However, in practice, the use of local culture (ethnic) in multicultural-based learning is inseparable from various problems contained in a learning component, both from the beginning of its preparation and implementation. Some of the initial problems include: 1) teachers do not know their own culture, local culture and student culture 2) teachers lack mastery of the outline of the structure and ethnic culture of their students, especially in the context of the subjects they teach, 3) the teacher's low ability to prepare equipment that can design students' interests, memories, and reintroduction to their respective cultural treasures in the context of the learning experience obtained.

Conclusion

Multicultural education etymologically consists of two words, namely education and culture. Education in simple and general means as an effort to grow and develop innate potentials, both physical and spiritual, in accordance with the values that exist in society and culture. While multicultural is defined as cultural diversity, various politeness. In terminology, multicultural education can be interpreted as education about cultural diversity.

The implementation of multicultural education in Indonesia as an educational philosophy, wealth and diversity (multicultural) owned by Indonesia should be used in improving and

developing the education system. As an educational approach, the contextual approach must pay attention to the existing cultural diversity. As a field of science and study study, it is a discourse of multiculturalism that falls into certain subjects such as sociology, anthropology, and citizenship. The problems of multicultural education faced in Indonesia are different from other countries, this problem is related to society and culture.

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