

PalArch's Journal of Archaeology of Egypt / Egyptology

THE IMPLEMENTATION OF MULTICULTURAL-BASED CIVIC EDUCATION AT SCHOOL

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Apeles Lexi Lonto. Theodorus Pangalila. The Implementation of Multicultural-Based Civic Education at School – Palarch's Journal of Archaeology of Egypt/Egyptology 17(7) (2020). ISSN 1567-214X.

Keywords: Words: Civic Education, Multicultural

ABSTRACT:

The main underlying motivation to conduct this research is the numerous problems related to pluralism which occur in Indonesia. Living amidst the society which have diversities and differences (race, culture, religion and others) is not as easy as what most people assume. The main purpose of this research ascertains the importance of multicultural-based Civic learning at school as the effort to instill students' awareness on the diversities of tribes, religions, and races in Indonesia. This research uses qualitative reseach method, and data will be elaborated descriptively. This research finds out that; (1) the implementation of multicultural-based Civic education at SMA Negeri 1 Tomohon has been running well, (2) the implementation of multicultural-based Civic education at SMA Negeri 1 Tomohon ranges from planning stage to evaluation stage. (3) all students give positive feedback on the the implementation of multicultural-based Civic education at SMA Negeri 1 Tomohon. This research recommends the involvement of students, teachers, and headmaster in the implementation of multicultural-based education not only in Civics but also other subjects.

BACKGROUND OF STUDY

Recently, Indonesia faces numerous problems such as poverty, the quality of education, mafia justice, discrimination, unemployment, natural disasters, horizontal and vertical conflicts, and moral degradation. These problems also include other problems which have not risen, yet the impacts seem so alarming. Indonesia always experiences various crisis. According to Tilaar (2004), the crisis began with monetary crisis in 1997 leading to sociopolitical crisis in 1998 marked by the student movement to overthrow the New Order regime. Crisis in Indonesia has turned into multidimensional crisis. In addition to crisis in government, Indonesia also faces sociocultural crisis by the rise of tribalism and degradation of nationalism.

Indonesia is a nation which have diverse cultures and customs. A proses of living in a society in which differences and diversity (tribes, culture, race, religion and others) dwell is not as simple as what people have assumed. The clash between religion adherents and tribes as well as customs triggers the horizontal conflict among society with different background. Since 1997,

Indonesia has undergone various crisis which happen in some places such as Ambon, Papua, Kalimantan, Poso and other places. In relation to this problem, Syaqiq A. Mughni argues that formally Indonesia has acknowledged diversities, but the reality shows contrasting fact (Choirul Mahfud, 2009:xi).

In Indonesia, multicultural education has implicitly been mandated in Law of the Republic of Indonesia No 20/2003 on National Education System has mandated that 'education is conducted in a democratic way by upholding human rights, religion values, cultural values, and pluralism'. It is also further explained that 'education refers to a lifelong process in the effort to educate and empower learners'.

Choirul Mahfud (2009:7) suggests multicultural awareness should be introduced and implemented in education sector in Indonesia. Multicultural awareness is ultimately essential to foster unity and integrity of the nation based on the independence spirit embedded in the 1945 Constitution as the milestone of the Republic of Indonesia.

Due to the importance of multicultural-based Civic Education at school to promote students' awareness on multicultural issues (tribes, culture, race, religion and others) in Indonesia, the researcher plans the research focusing on: The implementation of Multicultural-based Civic Education at SMA Negeri 1 Tomohon Sulawesi Utara. The main objectives of this research are (1) How is multicultural-based Civic Education implemented at SMA Negeri 1 Tomohon Sulawesi Utara? (2) How does the process of multicultural-based Civic Education at SMA Negeri 1 Tomohon Sulawesi Utara run? (3) What are the students' feedback at multicultural-based Civic Education at SMA Negeri 1 Tomohon?.

LITERARY REVIEW

Civic Education refers to planned and deliberate effort to improve the quality of the citizen through trainings and education; therefore, people are able to develop their knowledge, behavior and critical and emancipatory attitude (Sofhian and Gatara, 2011:6) in Pangalila, T (2017). The first and foremost goal in Civic Education is to educate people to be good and smart citizens. Winataputra (2001) posits that in Indonesia, citizenship education has been designed substantially and pedagogically in all levels of education to affect citizens' attitude to be smart and good.

Civic Education has the vision to design one subject which is able to develop nation and character building as well as to empower the citizens. The effort to develop character building is the characteristic and goal of civic education in general, The mission of civic education is to create good citizens. It means that the citizens are able to perform their obligation and get their rights in the life of the nation and to develop their political, legal and moral awareness."

Multicultural education refers to any form or teaching whose main goal is to provide equal opportunity for learners from diverse races, ethnic groups, social classes and cultures. Multicultural education strives to remove barriers to educational opportunities for students to acquire knowledge, attitude and skills. It is expected that students will have their effective standing point among democratic and pluralistic society. It also assumes that the ways in which students learn will enable them to interact, negotiate and communicate with various religion groups to embrace people with diverse backgrounds to work

together for the mutual goals (Bank and Bank, 1995: xi). In her book entitled *Multicultural Education: A Teacher Guide to Linking Context, and Content*, Hilda Hernandez in (Coirul Mahfud (2009) defines multicultural education as a perspective which draws on insights from a number of political, social and economic backgrounds in a complex society with diverse cultures. It also reflects the necessity of culture, race, sexuality, gender, religion, social status and economic status as well as other exceptions in the process of education. Sleeter's (Cho, H & Womans, E, 2017) four dimensions of social justice teaching are compatible with the goals of multicultural education. These four dimensions are:

1. To situate families and communities within an analysis of structural inequalities;
2. To develop relationships of reciprocity with students, families, and communities;
3. To teach to high academic expectations by building upon students' cultures, languages, experiences, and identities;
4. To create and teach an inclusive curriculum that integrates marginalized perspectives and explicitly addresses issues of inequity and power.

Multicultural-based Civic Education in this operational definition refers to the intervention process of a teacher which basically aims at providing learning atmosphere in which learners try to understand and respect the diverse cultures in Indonesia. Therefore, it will shape an understanding/comprehension which upholds the values of; (1) comprehending their own ethnic identity and other people's ethnic identity, (2) giving respect and developing curiosity for other cultures and ethnics, (3) showing appreciation and preserving the diverse cultures as the integral part of their community... Anggraeni, 2009:17-18).

RESEARCH METHOD

This research uses qualitative research method by presenting data descriptively. Cresweel (1998:15) defines qualitative research as follows: Qualitative research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explorer a social or human problem. The researcher builds a complex, holistic picture, analyzes worlds, reports detailed views of informants, and conducts the study in a natural setting. Data gathering techniques used in this research are observation, interview, documentatition and literature reviews.

RESULT AND RESEARCH DISCUSSION

Based on data collected during the observation and interview with Civic education teachers and the students, the researcher finds out that SMA Negeri 1 Tomohon has implemented multicultural-based Civic Education. The differences in ethnic identity, religion, race and languages among studets serve as the main reason for teachers to incorporate these issues in multicultural-based Civic Education. Analyzed from the content of curriculum-based Civic learning, the material related to cultural values has been integrated into the main learning subjects of Civics in Indonesia. It depends on teachers to elaborate this guideline into the learning content since culture is one of aspects from which students learn to develop their characters. In the relation to multicultural education at school. Ann E. Lopez (2017) in her research states that: "This new reality calls for all critical equity-seeking educators;

multicultural, social justice, culturally responsive, and others to be reflective and engage in deep thinking on ways to respond (Qureshi et al. 2019).”

Law of the Republic of Indonesia No 20/2003 on National Education System has mandated that ‘education is conducted in a democratic way by upholding human rights, religion values, cultural values, and pluralism’. It is also further explained that ‘education refers to a lifelong process in the effort to educate and empower learners’.. Ogo Okoye-Johnson (2011) states that:

“An effective Multicultural Education is one that has well-designed curricula and programs. A well-designed multicultural curriculum includes the different components of students’ cultural identities, such as ethnicity and race (Gollnick, 1995). Multicultural curriculum refers to courses designed and taught as an integral part of a school’s curriculum or as an addendum to an existing curriculum. Multicultural programs are activities that are not designed as part of a school’s curriculum but are conducted within and/or outside the formal class- room. Multicultural curriculum and multicultural programs are both designed to ensure that the educational and cultural needs of students from all ethnic backgrounds are met (Banks, 1995; Grant, 1977).

In a response to multicultural-based Civics learning process, Lonto (2015) explains that the rise of “Indonesia’s Golden Generation” coined by Minister of Education and Culture in his speech during the commemoration of National Education Day in May 2, 2012 is a noble idea which all elements in society should accomplish. As a professional educator, a teacher should understand duty and responsibility. Teachers do not only teach but also are responsible for shaping the noble attitude of their students (by providing multicultural-based Civics learning). In learning process, teachers of Civics have to involve other resources such as society living near the school, government buildings, churches, cultural sites and others (Pangalila, 2017). Flores & Benmayor (Ramirez, P & Jaffee, A. T, 2016) said that cultural citizenship is another way we wish to rephrase, reframe, and reimagine notions of citizenship by centering on the perspective that “difference is seen as a resource, not a threat”.

The result shows that teachers in SMA Negeri 1 Tomohon have implemented multicultural-based Civic Education. This represents the effort to show respect for the diversity of religion, ethnics, race, and language which the students have. The learning process of multicultural-based Civic Education in SMA Negeri 1 Tomohon is described as follows:

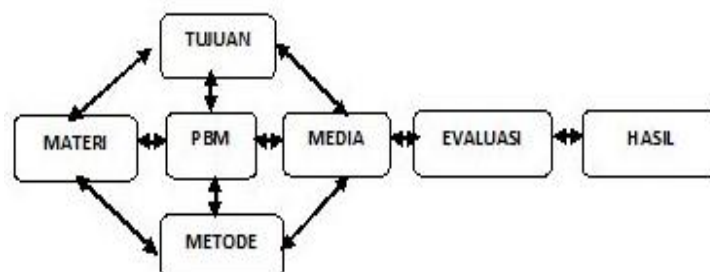


Figure 1.1. Scheme of multicultural-based Civic Education learning strategies (Rondli, W. S. 2014)

The scheme above show that the strategies in teaching multicultural-based Civic Education consist of 5 stages: First, to determine learning material based

on Competence Standard and Basic Competence. The materials for teaching multicultural-based education must be suitable with the Regulation of Ministry of National Education NO 22/2006. Competence Standard and Basic Competence are explained in the Regulation of Ministry of National Education NO 22/2006 about the content standard. The materials taught in multicultural education must be selected (Rondli, W. S. 2014). Teachers of Civic Education in SMA Negeri 1 Tomohon explain several materials for teaching multicultural-based Civic Education which are presented in the following table:

Budimansyah and Suryadi (2008:68) articulate that Civics is one of academic disciplines which carries national mission to educate the people of Indonesia by “value-based education”. The systematic configuration and framework for Civic Education is designed due to following paradigms: First, Civic Education as the learning subject is designed to develop the individual potential to be noble, smart, participatory and responsible Indonesian citizens. Second, theoretically Civic Education as the learning subject is designed to contain cognitive, affective, and psychomotoric dimensions which are confluent, penetrated and integrated into context, substance, ideas, values, concept and moral embedded in Pancasila, democratic citizenship, and national defense. Third, Civic Education as the learning subject is programmatically designed to emphasize on content embedding values and learning experience in daily activities. It also serves as guideline for citizens in the life of society and nation which elaborately explains the ideas, values, concept and moral embedded in Pancasila, democratic citizenship, and national defense.

Second stage is to establish learning goal in accordance to indicators mentioned in Competence Standard and Basic Competence of multicultural-based Civic Education. Learning objectives are set from general objectives to specific objectives. The general objectives are mandated in the 1945 Constitution and Law of National Education System No 20/2006. The next step is to formulate them into school objective before specified into a more focused learning objectives depending on the subjects. The third stage is to determine innovative learning method which incorporates cooperative learning method. Teachers choose this method and adjust the characteristics of method and subjects to achieve efficient and effective learning objective. Fourth, to select learning media based on Competence Standard and Basic Competence by involving physical cultures which exist in Indonesia. The teachers must be meticulous in deciding learning media and adjust it with the facilities and infrastructure in schools. Teachers use the media in learning process to enable the students to understand materials taught much easier. Fifth, teachers evaluate to find out to what extent the success of the learning method. The initial evaluation is performed by formulating Minimum Mastery Criteria which involves headmaster, parents and school committee. (Rondli, W. S. 2014).

The result of the research shows that most students give positive feedback on the implementation of multicultural-based Civic Education. Students show their enthusiasm because they can optimize their cultural potential through multicultural-based Civic Education. The diversity of tribe, religion, race and religion do not hamper them to follow learning process in class.

The result of this research support the opinion from Tilaar (2002:54) who posits that one of widely known cultural processes is cultural transmission. It means that culture is passed down from one generation to the next generation. Several education experts formulate that education process resembles cultural

transmission process (Maru and Pantas, 2019). To sum up, education and culture are similar to two sides of a coin which as a matter of fact is the inseparable part. The revival and the death of a culture depend on education. Bennett (Yılmaz, F. 2016), defined multiculturalism as “local cultures finding themselves within cultural values without being assimilated.” In the other side according to the result of research in Georgian context for delivering multicultural teacher education results in different classifications of programs, and we developed a four-layer typology of these programs: (1) Rejective, (2) Additive, (3) Assimilative, and (4) Transformative. (Tabatadze, S. & Gorgadze, N. 2017).

CONCLUSION

The implementation of multicultural-based Civic Education at SMA Negeri 1 Tomohon has been running well. All students provide positive feedback on the multicultural-based Civic Education implemented at SMA Negeri 1 Tomohon. Multicultural Education requires serious involvement; therefore, this research recommends the involvement of students, teacher, and headmasters in the implementation of multicultural-based education not only in Civics but also in other subjects. As a result, it needs further research focusing on the development of multicultural-based learning model in schools.

Acknowledgement

This researcher was supported by PNPB of Manado State University, Indonesia.

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