

THE ACTUALIZATION OF MULTICULTURALISM VALUES THROUGH SOCIAL STUDIES LEARNING AT STATE JUNIOR HIGH SCHOOL 2 JUNTINYUAT IN REGENCY INDRAMAYU

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Abstract

This study was aimed to describe the actualization of multiculturalism values through social studies learning at State Junior high school of Jatinyuat Indramayu. It is proposed that Multiculturalism education are learning strategy to develop non-discrimination education as well as Indonesian philosophy, Social Science learning able to develop the value of multiculturalism by integrated learning approach, and social science learning able to develop multiculturalism attitudes along learning process. This study is expected to provide contributions for social studies teachers in Indramayu district as an actualization of multiculturalism values through social studies learning in the classroom.

Keywords: multicultural education, multiculturalism values and social studies learning.

BACKGROUND OF THE PROBLEM

National education in the effort to empower the national life, has the goal to realize the education system as a strong social institution and authoritative to empower Indonesian citizen quality to be human. The meaning of human quality according to Law No. 20 year 2003 about national education system, the man educated that is faithful and devoted to God Almighty, noble, healthy, knowledgeable, skilled, creative, independent and to become the democratic citizen and to be responsible. National education must be function optimally as main vehicle in developing attitude and good character for the nation of Indonesia. The curriculum existence served to achieve national education goals.

Multicultural education through the learning based on multicultural empowered student to develop the respect to people that are different cultures, giving the opportunity to work together with people or group of people who are different ethnic or race directly. Multicultural education also helped the student to acknowledge the accuracy view to the culture diversity which helped the students in developing pride towards their cultural heritage, student that practiced multiculturalism values, democracy, humanism and justice associated with differences culture (Tilaar, 2003: 103).

Multicultural education organized to develop student abilities in looking at life from different cultural perspectives with their culture, and be positive attitude towards different cultures, races, and ethnicities. The existing problem now can be minimized and do not develop toward disintegration, and hopped all forms of discrimination, violence and injustice largely that are occurred by their cultural differences such as religion, race, ethnicity,

language, ability, gender, age, and socio-economic class which can be minimized (Ainul Yaqin, 2006: 48).

Monokulturalism face in our education are still evident when we look at the various dimensions of education. Started from curriculum, the subject matter, until the teaching method presented by the teacher in learning process in classroom until fragmenting the last of 21 th Century the organized system of education in Indonesia that still dominated by the completed uniformity approach with authority of stich bureaucracy, although authoritarian. Under these conditions, the demands from domestic and foreign will be increased the uniform approach and the democratic that continued to urge and need to be implemented (Tilaar, 2004: 24).

Permendiknas Number 22 in 2006, said social studies arranged systematically, comprehensive and integrated in subject toward maturity and success in society life. The approach is expected to gain a broader understanding and depth in the science field that deals with students. Increasingly by Permendiknas such the objective learning of social studies supported the student to have the ability to: (1) recognize the concepts related to the people's live and environment; (2) having the basic ability for thinking logically and critically, curiosity, inquiry, and problem solving skills in social life; (3) having the commitment and awareness of social values and humanity; (4) the ability to communicate, cooperate, and compete in a pluralistic society, locally, nationally and globally.

According to Dawam Ainurofiq (2003: 76) the most important in multicultural education is a teacher not only required to master and able professionally in teaching the subject but also they teach more over. Teacher must also be able to instill the core values of multicultural education as a democratic, humanism and pluralism. While Suparlan (2004: 43) multicultural education is a process of planting a way of respect life, sincere and tolerant toward cultural diversity in living in the midst of a pluralistic society. With multicultural education expected their suppleness and flexible soul the nation to confront social conflicts. For technically and technologically Indonesian people have been able to live together in a pluralistic society but the spiritual relatively do not understand the true meaning of living together with people who have different cultures which included differences in terms of religion, ethnicity and social class.

The implementation of multicultural education does not have to change the curriculum. Lesson for multicultural education can be integrated in other subjects. Just need guidance (modeling) from teacher to implement it. The mainly, student need to be teached what they learned about tolerance, togetherness, human right, democracy and mutual respect. Observation results at State Junior High School 2 Juntinyuat in Indramayu district showed early the majority of teachers, head master, and school committee did not know about multicultural learning, familiarly with the term learning or multicultural education. Having conducted socialization, they can understand and make clear the multicultural learning in integrative way State Junior High School 2 Juntinyuat that can be done in social studies, who supported with module supplements about multicultural learning and teaching materials for junior high school student. Draft module as a supplement multicultural learning and teaching

materials for student of class VII until IX at State Junior high school. Most of teachers expected the model of teaching and learning materials and supplements the modules that can be applied in school (source: result of observation and interview at school).

Additionally at State Junior High School 2 Juntinyuat in Indramayu District showed the implementation of multicultural education which was still not optimal to do in terms both planning and evaluating process. It could be seen in terms of the learning method to instill the values of multicultural still indoctrination and conventional. The implementation of social studies in curriculum 2013 the teachers were not yet optimized scientific approach that covered observing, asking, data collecting, associating and communicating. It is seen in learning activities with a lecture and discussion, when the teacher explained the learning materials and assigning student to groups work on the problems. After working the appropriated assignment with material has been described students that are assigned to present the result. At the time of presentation there were dominated motivating students but there were also student less motivated in learning. The next activity is to provide the opportunity to students to present the results in other groups. The learning process is caused, which not all of students can construct the competence of knowledge, attitudes, and skills.

Apart from the aspect of learning activities was not yet implemented scientific approach, authentic assessment on curriculum 2013 which has not been implemented optimally. Assessment carried out have tended only to the teacher's observation. Constraints experienced teachers are the number of students who rated very much, therefore the assessment also required continuity to daily behavior performed by students. Assessment for three kinds of competencies should be based on the assessment process and results with an authentic system that took a long time. The authentic assessment required to teachers the assessed aspects that should be carried out on each individual which covered competency of attitudes, knowledge and skills. Beside the used instrument many teachers included observation sheets, sheets of self-assessment, assessment sheets among learners, portfolio assessment, written test etc. the demand of assessment is the teacher who must be able to translate the students' competences which accorded with the level of development.

The study aimed to actualize or implement the multicultural learning models and the possibility to develop it so that the model is effectively used in multicultural learning at State Junior High School 2 Juntinyuat chosen as a means of purposed research, which the multicultural values have been instilled in students from an early age. If from the beginning they have shared values, tolerant, peace-loving and recognition the differences, the values will be reflected in daily of their behavioral because it has been shaped on their personality. If it was successfully held our younger generation in future, they will be happy to get life in prosperous and peace environment.

LITERATURE REVIEW AND PROPOSITION

Definition of Multicultural Education and Multiculturalism Values

Indonesia is one of the largest multicultural country in the world, the truth of statement which can be seen from the socio-cultural and geographical condition that are so varied and

extensive. Indonesia is one of a few tens of developing countries. As a developing country, make the education as a mean strategic in building national identity s a good step, relatively appropriate, and promising a reasonable education model. Accordingly, the multicultural education offered an alternative through the implementation of the strategy and the concept of education based on utilization of diversity that existed in society, particularly which existed in students life as diversity of ethnicity, culture, language, religion, social status, gender, ability, age and race. (Tilaar: 2003). It is basedon some of the following considerations:

1. The inherently multicultural education has existed since Indonesian nation there. The philosophy of Indonesian nation is unity in diversity, loving mutual corporation, help, and respect among each others. It can be viewed in chronological portrait of the nation which is loaded with the entry of various foreign tribe and acculturated continuity with indigenous communities.
2. Multicultural education provided bright hope in overcoming the turmoil of society which occurred lately.
3. Multicultural education against the education business oriented. Up to now educational institutions either schools or colleges are competing to make the educational institution as an institution is able to generate large income. With reason, to improve the quality of services to students.
4. Multicultural education as resistance fanaticism is aimed to various types of violence. The violence appeared when the channel op pace is not existed. The violence is a result of the accumulation of various issues in society in which are not solved completely and mutual acceptance.
5. According to Tilaar (2004: 59), multicultural education usually have the following characteristics:
 - a. The purpose is shaped a “human culture” and create “a civilized society (civilization)”.
 - b. The material taught the noble humanitarian values, nationalism values, and the values of ethnic groups (cultural).
 - c. The method is democratic, which respected the differences and aspects of nation’s cultural diversity and ethnic groups (multicultural).
 - d. Evaluation determined upon assessment to the behavioral of the students which covered perception, appreciation and action against other cultures.

The main objective of multicultural education is to inculcate an attitude of sympathy, respect, appreciation and empathy to followers of different religions and cultures. The most important of multicultural education strategy is not only aimed students easily understand the learned lesson, but also to increase their awareness in order always to behave humanist, pluralist, and democratic (Fajar, 2005: 88).

The considerations are need to be reviewed and re contemplated for subject of education in Indonesia. One of them by developing a model of multicultural education. The education is able to accommodate the many thousands difference in a container which is

harmonist, tolerant and respectful. It is expected to be one of pillars of peace, prosperity, happiness, and life harmony in Indonesian society (Tilaar, 2004: 67).

Multicultural education is a response towards the development of diversity of school population, as demanded equal rights for each group. In other dimensions of multicultural education is the curriculum development and educational activities for entering various views, history, achievements and attention to non-Europeans (Ainurrafiq, 2003:24).

Indonesian context, the discussion about the concept of multicultural education is increasingly gaining momentum after collapse of the authoritarian regime militarized new order because there was the pounding storm of reform. The reform era was not only a blessing for our nation but also provide opportunities primordialism increasing tend. Although, e need to apply the paradigm perceived multicultural education to counteract the primordial spirit (Yaqin, 2005: 56, Thoha, 2005: 134). The paradigm of multicultural education in context gave a lesson to us to have an appreciation of culture and respect to other religions. According to Ali Imron (2003: 59) the application of multiculturalism required awareness of each local culture for mutual recognition and respect the cultural diversity wrapped spirit of harmony and reconciliation. Multicultural paradigm implicitly is one of concerned article 4 of Law 20 year 2003 about national education system. The article explained that education was held in a democratic, non-discriminatory, with the upholding of human right, religious values, cultural values, and nation diversity.

Multiculturalism Values

According to Farida Hanum in Setya Raharjaa (2011: 115) the core values of multicultural education covered form of democratic, humanism, pluralism. In multicultural education, the values process instilled the form of a rule of life respect, sincere, tolerant towards living cultures diversity in the midst of a pluralistic society. Suyanto (2000: 116) students will be expected to be the generation that upheld morality, discipline, humanistic concern, and honesty in everyday behavior.

If we Collaborate the existed multicultural values to the content standard of civic education subject above with indicator multicultural values which have been mentioned in the earlier discussion, namely: learning to live in diversity, ing trust (mutual trust), maintaining mutual understanding (mutual understanding), upholding mutual respect (mutual respect), opening to think, appreciation and interdependence, conflict resolution and reconciliation of non violence. And also with the four core values (core values) multicultural values have been mentioned in previous, namely: First, the appreciation to the reality of plurality cultural in society. Second, the recognition of human dignity and human rights. Third, development of the responsibility of the world community. Fourth, the development of human responsibility towards planet Earth. All of the foregoing increased also with opinion of Farida Hanum and Setya Raharja (2011: 116), is said to be in the language of the vision and mission of multicultural education to always uphold and respect to pluralism, democracy and humanism, based on the opinion of Benny Susetyo (2005: 56-77) indicator

keterlaksan aanthe organized of multicultural values which existed in elementary and secondary school, followings:

1. Inclusive value (Open)

The value considered the truth which is embraced by a group, adopted also by other groups. It recognizes the pluralism in community or social group, promising the priority principle of inclusiveness and leads to a growing sensitivity to a variety of unique possibility that existed.

2. Dialogue value priority (Active)

With dialogue, the different understanding about thing each owned by different groups which can each be deepened without prejudice to each party. Results of prioritizing dialogue is a close relationship, mutual understanding, respectable, trust, and mutual corporation.

3. Human value (Humanist)

The humanity is basically a recognition to human plurality, heterogeneity, and human diversity. It can be a diversity of ideology, religion, paradigm, ethnic, mindset, needs, economic level etc.

4. Tolerance values

In social life, the tolerance is understood as the embodiment recognizes and respects human right. Freedom of belief in the sense that was not emphasized in matters or religion, freedom or thought, opinion, freedom fo assembly etc. (Choirul Mahfud, 2006: 73)

5. Mutual corporation

As social being, people can not liv alone that everything he had. Abundant material possessions until every moment what he want easily be achieved, but she could not live alone without the helping others and even happiness he might never tasted.

6. Justice value (democratic)

The justice is a term which is completed in all forms, whether fairness cultural, political, and social. The justice is a form that every man gets what he needs, not what he wanted.

Proposition 1: Multicultural education can become learning strategy in developing anti-discrimination education that appropriated with educational philosophy of the Indonesian nation.

Social Studies Learning

1. The Essence of Social Studies Learning

The term "social studies" is the named subject in Elementary and Secondary school level or name program study in college synonymous Sapriya (2009: 19). Social studies in elementary school is thenemed subject which stands alone as integration a number of concept of social science disciplines, the humanities, science and various issues and problems of social life Sapriya (2009: 20). Social studies material for elementary school level is invisible aspect of the discipline because the importance is pedagogical and

psychological dimensions and characteristics thinking ability learner holistic (Sapriya, 2009:23).

Social studies is an integrated study material which is a simplification, adaptation, selection and modification of concept that organized skill history, geography, sociology, anthropology and economics Puskur (2001: 9). Fakh Samlawi & Bunyamin Maftuh (1999:1) social studies is a subject which combined the basic concept of various social science which are presented through education and psychological as well as feasibility and significance for students and life. The existence of social studies in elementary school students are expected to have knowledge and insight into the basic concepts of social science and humanities, so has a sensitivity and awareness of social problem in their environment.

Social studies learning more emphasize to educational aspect than transfer of knowledge because in social studies the students which are expected to gain an understanding to concept and developing or training the attitude, value, morals and skills based on already concept. Social studies also discussed the relationship between man and his environment. Community environment where students growing and developing as part of society and are confronted with various problems in surrounding environment (Yanuar Firdaus, 2005: 69).

2. The Objective of Social Studies Learning

Social studies purpose according to (Chapin, s.R, Messick, R.G. 1992: 5) in Ichas Hamid Al-Lamri and Tuti Istianti (2006: 15) can be identified as following; a) guiding students' knowledge about human experience in public life to the past, present and future; b) helping student to develop skills for looking and managing information; c) helping students to develop values/attitudes of democracy in public life; d) providing opportunities for student to take to participate in social life.

In KTSP Curriculum (2006: 67), social studies subject purposed the students that have following capabilities:

- a. Introducing the concepts related to people's life and environment.
- b. Having basic ability to think logically and critically, curiosity, inquiry, problem solving, and social skill in life.
- c. Having commitment and awareness towards social values and humanity.
- d. Having ability to communicate, cooperate and compete in a pluralistic society.

The National Council for the Social Studies (NCSS), as an experts organization of social studies became a source of reference during that formulated learning objectives social studies which developed the students to become active citizens who have knowledge, values, attitudes and skills necessary to participate in democratic life in which their subject content extracted and selected based on history and social science, as well as in many things, including the humanities and sciences in Ichas Hamid Al-Lamri and Tuti Istianti (2006: 15) the second main purpose of social sciences learning, was not

separated and constituted a single unit which is integrated, interrelated and complementary.

The social sciences has a helpful role in preparing citizens of democratic countries with a value investment of nationality and citizenship which is supported by mastery discipline of social sciences. The purpose of the study enabled the students to have the knowledge and insight about the basic concepts of social sciences and humanities, which has a sensitivity and awareness of social problem in their environment, and have the skills to assess and solve social problems. Some definitions about social studies has been proposed by some experts at previous, so the researcher can conclude the social studies that is one of subjects which combined basic concepts of social sciences such as geography, history, anthropology, and psychology for teaching to the level education (Zubaidi, 2005: 1030).

The definition about learning and social studies has been explained previous which can be combined to become one sense of the social studies lesson that is deliberate effort by the educators to delivery knowledge which related with social issues and civics for teaching in every level of education by using methods and learning models effectively and efficiently.

3. The Function of Social Studies Learning

Social studies is a field of study which learn, examine, symptoms analyze, social problem and community issues by reviewing various of life aspect and blend. For organizing social studies programs carefully, the teacher must know exactly the function and role about social studies. The function of social studies learning according Isachack (Winataputra, 2007) is followings:

- a. Giving stock of basic knowledge, either proceeded to higher education or applied in daily life.
- b. Developing skills in developing social studies concepts.
- c. Inculcating scientific attitude and training student using scientific method for solving faced problem.
- d. Realized students about nature power and its beauty until students are encouraged to love and glorify its creator.
- e. Maintaining students' creative and innovative power.
- f. Helping students understand the idea or new information in field of science and technology.
- g. Maintaining self as well as developing students' interest towards social studies (Rudy Gunawan, 2011: 49).

Proposition 2: social studies learning can build the multicultural values trough integrated learning approach.

Proposition 3: trough social studies learning the students can build the multicultural attitude meaningfulness in learning process.

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