



## IMPLEMENTATION OF MULTICULTURAL EDUCATION

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### **Abstract:**

Multicultural education should be specifically designed so that it can help create equality and equal service for every student in these educational institutions who have cultural, racial, religious, social and economic class backgrounds. In the process of implementing multicultural education it is hoped that it will have a positive value which will later be beneficial to students. The hope in the implementation of multicultural education is firstly, it can improve self-understanding and good self-concept, secondly, in the implementation of multicultural education that is to increase the sensitivity aspect of students in understanding other people who are different from them, thirdly, to be able to feel and increase the diversity of national interpretations and also cultural aspects that are sometimes contradictory or different which also involve values and behavior, finally, with multicultural education it is hoped that this can open students' insights in dealing with differences.

This study aims to find out: 1. the process of applying Multicultural Education. 2. To find out the supporting and inhibiting factors in implementing multicultural education.

**Keywords:** *Multicultural Education*

### **INTRODUCTION**

Today's education is synonymous with various technologies and innovations, ranging from the use of books that are easy to obtain to online-based internet media as materials in the learning process, along with the innovations offered to make it easier for students to save time and more easily absorb knowledge. given by the teaching staff. In the learning process that occurs in the present and in the past has a different pattern, learning activities in the past are more identical to the assertiveness that occurs during the educational process, this is based on that if education is carried out strictly, students will absorb the knowledge more easily. perfectly rendered. different from the process that occurred in the past, where today's learning activities are carried out in a relaxed way during the learning process, this is based on that the learning process is relaxed or with familiarity, students will more easily accept lessons well.

Education in Indonesia is still ranked the lowest for countries in Asia. Research conducted by The Organization For Economic Co-Operation (OECD) Indonesia is ranked 13th out of a total followed by 15 countries in Asia. The decline in education in Indonesia has various reasons, one of which is the lack of awareness of the Indonesian people about the importance of education, this is evidenced by the pattern of society that is more concerned with working at an early age than studying for the future. Thoughts about studying would only be a waste of time and cost more, so they started working at an early age for the reasons mentioned earlier. The poverty factor also influences the decline in education, because people are more concerned with making money to make a living than studying.

Education in the current millennial era also has differences from education in the past, where education in the era before Indonesia's independence was only reserved for

a handful of people who had power or a group of people who came from aristocratic families, but the process of obtaining educational facilities now can be felt by people from the lowest strata to people who have power in Indonesia. Today's education has been regulated by the government so that children must carry out the educational process from an early age.

The form of the curriculum in Islamic religious education should no longer be shown to students individually according to their religion, but must use a collective method based on common interests. If during the process of religious education only focuses on the religion they adhere to, then it is proposed that it is better if every junior high school student gets the same religious material regardless of the differences in religion that each student adheres to. The material to be presented in the educational process is about history of the growth of all religions that exist and develop in Indonesia. As for the implementation of the curriculum at the elementary school level (SD), it is replaced with character education which is more instilling human moral values and universal kindness.

In the Indonesian context, Islamic religious education is a part of national education. Where in Islamic religious learning, in the context of national education policy it is synonymous with religious education which is held in formal education at all levels of education, starting from early childhood education, basic education, upper and secondary education even to higher education.

Islamic religious education aims to maintain human nature, as well as to shape the personality of students to become whole human beings (human beings) in accordance with Islamic norms. In the process of learning Islamic religious education is expected to focus on three important points. First, the formation of human beings (complete human beings) in whose hearts there is piety to Allah, secondly, the formation of human beings who have both cultural and scientific dimensions, and finally, awareness of the function of humans as servants, caliphs of Allah, and as *waratsatul anbiya* who can provide adequate provisions in the framework of carrying out these functions (Dalimunthe 2012).

Indonesia as a country that has ethnic diversity has the goal of creating students who have an attitude of tolerance towards the culture and ethnicity of all Indonesian people, which is an important reason for developing multicultural education. Implementation of multicultural education in schools is carried out by designing learning processes, preparing curriculum and evaluation designs, and preparing teachers who have perceptions, attitudes and behaviors that accept diversity, so that it is expected to contribute to the development of multicultural attitudes for students. The implementation of multicultural education at the school level can be applied through conferences through education citizenship, religious education or integrated with other subjects.

Educators in implementing multicultural education must have knowledge and understand the cultural values of the Indonesian nation and be competent in conveying the values mentioned earlier, both in the cognitive, affective and psychomotor areas and be able to behave professionally in the teaching process, and instructors must instill multicultural values to create a democratic and tolerant atmosphere in the institution.

In general, multicultural education should be specifically designed so that it can help create equality and equal service for every student in these educational institutions who have cultural, racial, religious, social and economic class backgrounds. In the process of implementing multicultural education it is hoped that it will have a positive value which will later be beneficial to students. The hope in the application of multicultural education is firstly, it can improve self-understanding and good self-concept, secondly, in the implementation of multicultural education that can increase aspects of sensitivity to students in understanding other people who are different from them, thirdly, can feel and increase the diversity of national interpretations and also cultural aspects that are sometimes contradictory or different which also involve values and behavior, finally, with multicultural education it is hoped that this can open students' insights in dealing with differences.

Nurul Jadid Middle School, Paiton Probolinggo, a junior high school under the auspices of the Nurul Jadid Islamic boarding school, Paiton Probolinggo. This school, which has thousands of students and girls, is dominated by students with different backgrounds. The hostel as a characteristic of Islamic boarding schools is a place to live for all students studying at SMP Nurul Jadid Paiton Probolinggo.

Living in the same environment, namely under the auspices of the Nurul Jadid Paiton Probolinggo Islamic boarding school, requires all students to be able to adapt to the environment in which there are many different cultures. In this pattern of life, we can assess the existence of a culture of life in which harmonious, democratic, tolerant relationships are established.

In life at SMP Nurul Jadid Paiton Probolinggo, it has a unique social culture to be able to see how multicultural education can be carried out properly. We can see the learning process related to the application of multicultural education from the programs presented by the institution to hone the abilities of students in the school environment as well as a place to form someone who can respect others. One example of the activities at Nurul Jadid Middle School are extracurricular programs at school, such as scouting activities, recitation, and sports. With this process, it is hoped that it will be able to increase the innate potential of students while at the same time forming independent and tolerant human beings.

With an Islamic and Indonesian-based school background, there is uniqueness and diversity, so that researchers are interested in conducting research at SMP Nurul Jadid Paiton Probolinggo. The author is interested in conducting research entitled "IMPLEMENTATION OF MULTICULTURAL EDUCATION IN SMP NURUL JADID PAITON PROBOLINGGO".

## **RESEARCH METHODS**

This study used a qualitative case study type method with a multi-site design. The case study in this research is an in-depth study of individuals, a group, an organization, an activity program, and so on at a certain time. Data collection techniques in this study were carried out circularly using three approaches namely; 1) participant observation; 2) in-depth interviews; and 3) documentation. Meanwhile, data analysis in this study was carried out through data reduction, data presentation, and conclusion or verification (Munif & Baharun, 2018).

This study describes literacy management at Nurul Jadid Middle School in the form of digital literacy. The instrument in this study was the researcher himself. The data in this study were collected from research informants such as school principals, vice curricula, library staff, and teachers. In the next stage the researcher checked the validity of the data which was carried out through data triangulation which focused on literacy in SMP Nurul Jadid Paiton Probolinggo.

## **RESULTS AND DISCUSSION**

### **Implementation of Multicultural Education at SMP Nurul Jadid Paiton Probolinggo**

As stated in her book *Multicultural Education: A Teacher Guide to Linking Context, Process and Content*, Hilda Hernandez namely:

Multicultural education as a perspective that recognizes the political, social and economic realities experienced by each individual in a complex and culturally diverse human encounter, and reflects the importance of culture, race, sexuality and gender, entity, religion, social status, economy, and exceptions in the educational process. Or in other words, that education is a medium for transforming knowledge. It should be able to provide the values of multiculturalism by mutual respect and respect for various realities, both backgrounds and cultural bases that surround them (Mahfud 2008).

Multicultural education is a model of educational learning that is linked to existing diversity, whether it's talking about religion, race, language, ethnicity, ethnicity, culture and so on. This is done because there are many schools where both inside and outside the classroom the students are very diverse. Considering that our country is

indeed a country that is very rich in diversity, so it's not surprising to encounter something like that.

Likewise at Nurul Jadid Middle School, the students who study at the school have extraordinary diverse backgrounds. What makes this school different and interesting from other schools in Nurul Jadid is the existence of a hostel which functions as a place to live for students, especially those who come from far away to study at the Nurul Jadid Middle School. In a hostel there are students who are diverse in terms of language, ethnicity, ethnicity and religion. These students can live in harmony and side by side with the guyub and harmony. Without ruling out the dormitories, the attitude of tolerance, mutual respect and caring for one another arises from the intensity of their meetings and communication. There are so many of them, they can meet in the formal class environment, outside of the classroom, be it extracurricular hours, and still added in the hostel as well for those who live there. The implementation of multicultural education at Nurul Jadid Middle School can be seen from:

a. Structure of a multicultural school environment

Nurul Jadid Middle School has an atmosphere or feel that is very multicultural and highly upholds eastern customs. This can be seen from the attitudes and manners of students who get along and care for each other regardless of where the student comes from. The atmosphere of a multicultural environment does not only come from the perspective of students who come from regions all over Indonesia, but with a shady and beautiful school atmosphere that also makes students feel comfortable and doesn't take too long to adapt, especially students from the east who are used to living with nature. Apart from that, SMP Nurul Jadid also has a dormitory which is used as a place for students who come from far away to study at this SMP. The school's residents are also very friendly and warm, it can be seen that students of various shapes are not awkward to play together and also chat with people they have never met. If the person is older they will immediately greet with their own distinctive accent. This is the same as what researchers felt when they first entered the Nurul Jadid Middle School environment.

Musa Asy'arie argues that multicultural education is a process of cultivating a way of life that respects, is sincere, and is tolerant of cultural diversity that lives in the midst of a plural society (Asy'arie 2004).

In the school environment, dormitories, and outside the school. From the process of instilling multicultural education (multicultural values) that has been instilled since the original students entered school and the intensity of the meetings that a lot of students have made Nurul Jadid Middle School have a tolerant attitude, and respect each other. In addition, the students also highly respect eastern customs in accordance with the character of the Indonesian nation itself, namely those who are sociable, friendly and polite. This makes people who are in the Nurul Jadid Middle School environment feel comfortable because everyone is easy to mingle with.

b. The inculcation of multicultural values is manifested in formal and non-formal education

The application of multicultural education at Nurul Jadid Middle School is carried out both through formal education (in schools), non-formal education (dormitories) and also outside the school environment. From the results of these observations obtained information that the application of multicultural education can be done anywhere. It doesn't have to be within the scope of the school, even outside of school if you meet the teacher or are playing with friends there multicultural education can enter.

Multicultural education is education that respects diversity and includes perspectives from various cultural groups. His followers that children of color should be empowered and that multicultural education benefits all students. One important goal of multicultural education is the opportunity to get the same education for all students, including eliminating differences in academic

achievement between students of the majority group and students of minority groups (Santrock 2009).

The learning process in teaching and learning activities always pays attention to individual students and respects dignity, and freedom of thought in expressing opinions, so that for students learning is fun and can be pursued by anyone regardless of where the child comes from, what race, what tribe, and so on so that learning becomes fun and encourages his personality to develop optimally.

Communication between teachers and teachers, teachers and students, as well as students and students of SMP Nurul Jadid Paiton Probolinggo is very familial in nature. In communicating with students, teachers never look at and relate to race, ethnicity, culture and language. Every time they meet teachers both from the same area and from different ones they hang out together, play together, eat together and do activities together. From the observation results, it was found that the efforts made by the school, especially teachers, to implement a multicultural education such as mutual tolerance, caring and mutual respect.

c. The curriculum used is KTSP

For the curriculum used at SMP Nurul Jadid Paiton Probolinggo, it still uses the curriculum as in other schools, namely using the education unit level curriculum or what can be called the KTSP. What distinguishes this school from other schools is that this school is under the auspices of the Nurul Jadid Paiton Probolinggo Islamic Boarding School foundation, which includes a variety of activities carried out by students while occupying the dormitory.

The curriculum used at Nurul Jadid Paiton Probolinggo Middle School still uses or is still the same as other schools, namely using KTSP. Yesterday the school planned to implement the K13 curriculum, but after a lot of consideration and also it still needed a lot of preparation and needed more time to use the 2013 curriculum and the school decided to continue using the KTSP. But it also does not rule out the possibility that the school will use the 2013 curriculum.

## **Factors Supporting and Inhibiting the Implementation of Multicultural Education**

a. Factors driving the implementation of multicultural education at SMP Nurul Jadid Paiton Probolinggo

1. Cooperation of all components of the school

One of the goals of multicultural education itself is that the implementation of multicultural education in the world of education is believed to be a real solution to conflicts and disharmony that occur in society. Especially what often happens in Indonesian society, which is a plural reality. In other words, multicultural education can be an alternative means of solving socio-cultural conflicts.

The very diverse cultural spectrum of Indonesian society is a challenge for the world of education to process these differences into an asset, not a source of division. Currently multicultural education has two major responsibilities, namely: preparing the Indonesian nation to be ready to face foreign cultural flows in the era of globalization and uniting our own nation which consists of various cultures (Mahfud 2008).

This is very well understood and implemented by all parties or components in the SMP Nurul Jadid Paiton Probolinggo environment. The instilling of values in schools is strongly supported by all school members, starting from the principal, teachers, staff or employees and students. Nurul Jadid Paiton Middle School, Probolinggo.

It is proven by the events held by the school, all parties in the school will be involved and certainly help voluntarily. In the implementation of multicultural education in the world, education is believed to be a real solution for conflicts and harmonization that occur in society. Especially what

happened in Indonesian society, which in reality is plural. In other words, multicultural education can be an alternative means of solving socio-cultural conflicts.

The approach in multicultural education is to place the nature of education to the necessities of living together in society. The starting point of this view prioritizes individual needs. An approach that prioritizes togetherness, mutual cooperation, and uniformity for society without domination and discrimination. This remembers that students are members of society. then students must be prepared to become good members of society in accordance with the values upheld by the community.

From the beginning this school was one of the choices for students who came from outside the region and even from outside the island of Java to study at Islamic boarding schools as well as study at school institutions. Seeing that the process of multicultural education or multicultural values will be felt directly or even unconsciously in this school environment. Therefore, teachers and employees are used to chatting with diverse students like that. This is a positive thing for school members to be able to learn together whether it's about culture, race, ethnicity, language and so on.

All teachers are aware of the differences that exist in students or students. Because since the beginning this school has been a multicultural school so as a teacher and also of course a role model for students must set a good example.

## 2. The atmosphere of a multicultural school environment

The atmosphere of creating a diverse or multicultural Nurul Jadid Middle School environment both in terms of religion, race, ethnicity, ethnicity, and culture is a picture of Indonesia itself because the various students come from all regions of Indonesia.

To add such an atmosphere, you can use a sociological approach according to the theory in chapter II. The sociological approach itself is an approach that places the essence of education on the necessities of living together in society. The starting point of this view prioritizes community needs and not individual needs. An approach that emphasizes togetherness, mutual cooperation and uniformity for society without domination and discrimination. This is because students are members of society. As members of society, students must be prepared to become good members of society in accordance with the values upheld by the community.

This makes students learn to accept and get used to the various differences that exist in their environment. In addition, their activities are not only focused on in the classroom and also in the dormitory, but also in extracurricular activities. Indirectly, this led to more intensity of meetings and also increased their level of communication so that the processes of tolerance, cooperation, and respect were increasingly intertwined between these students.

## 3. Facilities in the form of dormitories

As previously known, students from outside Java live in dormitories as long as the level of education being followed is being pursued. This aims to make it easier for students who especially come from outside Java with a different culture to quickly adapt and communicate with other friends who have different backgrounds, especially adapting to the atmosphere and students who are original and come from the city of Probolinggo. and the advantages of the dormitory itself, namely:

- a) As a means for students to live during their studies.
- b) As a suggestion to strengthen social relations between people.
- c) As a means to shape the personality of students so that they can be independent, disciplined, and responsible.

- d) As a means of supporting effective learning activities with a conducive environment.
- 4. Schools provide breadth for students in developing their potential
  - Schools do provide flexibility for students to develop their potential both in carrying out intra-school and extra-school activities so that students can play an active role and give their maximum abilities for the name of the school. Even though the school only provides a few choices of extracurricular activities that students can take part in, if students want to get extracurricular activities outside of school hours, the school will be very supportive and helpful as much as possible as long as these activities are in accordance with their talents and are liked by students and also don't have a negative impact especially on the student and also on the surrounding environment.
- b. Factors or obstacles that exist in the implementation of multicultural education at SMP Nurul Jadid, namely:
  - Adaptation of students at the beginning of entry. One of the obstacles faced in implementing multicultural education for students is at the beginning of entering as new students, because it is not easy to be able to adapt to people from various regions who have different characters, especially from students who think that students who come from Papua are people from remote areas who have a rough background and look that is very difficult to mingle with other people. However, this can immediately look for an interval of 1-2 months.

## CONCLUSION

The implementation of Multicultural Education at SMP Nurul Jadid Paiton Probolinggo has been said to be very good, this can be seen from several aspects as follows:

1. The cultivation of multicultural values is embodied in formal education (schools), namely through learning activities in the classroom.
2. Multicultural education is indeed very closely related to lessons that smell of humanity such as social studies subjects, but the implementation of multicultural education is also implemented and inserted in all subjects considering the importance of implementing multicultural education at SMP Nurul Jadid Paiton Probolinggo, therefore multicultural education is integrated in all subjects. lessons in that school. Apart from going through formal education (schools), multicultural education is also realized through non-formal education (dormitories/outside schools), namely through prayer activities and discussion forums conducted by students every day. In addition, multicultural education is manifested in the form of extracurricular activities and student play activities with other students outside of school hours.
3. Creating an atmosphere of a multicultural school environment according to the characteristics of the eastern Indonesian nation. This multicultural school atmosphere can be seen from the diversity of its students and the atmosphere of the school itself. The aim of creating a multicultural school atmosphere here is to get students used to the differences in their school environment so that they can live in harmony with these differences and not become an obstacle in gaining knowledge. In addition to these objectives, it is also to foster a spirit of tolerance, mutual respect, mutual respect and care for each other towards the backgrounds of other people so that they do not necessarily consider their own culture to be better than the culture of others.
4. The curriculum used by SMP Nurul Jadid Paiton Probolinggo uses the Education Unity Level Curriculum (KTSP). What distinguishes it from other schools is that this school is under the auspices of the Probolinggo Islamic boarding school foundation which includes activities related to religion.

The supporting factors and inhibiting factors in implementing multicultural education at SMP Nurul Jadid Paiton Probolinggo are as follows:

- a. Supporting factors

1. Solid and good cooperation between all components of the school, including the principal, teachers, staff, parents, and the students themselves. This certainly facilitates the process of implementing multicultural education at SMP Nurul Jadid Piaton Probolinggo.
  2. A multicultural school environment so that students are aware of and accustomed to the differences that exist in school.
  3. Facilities in the form of dormitories are intended for students from outside the region who are studying at the Nurul Jadid Piaton Probolinggo Islamic Boarding School foundation. It contains various kinds of students from various multicultural areas.
  4. The breadth for students to develop their potential both in carrying out intra and extra school activities as long as this makes good changes for students and has a positive impact.
- b. The inhibiting factors are as follows during the process of introducing and adapting students and accepting stone students at SMP Nurul Jadid Paiton Probolinggo

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