Literature Study Of Multicultural Education In Indonesia

Ridwan Kesuma, Iing Sunarti [2], Farida Ariyani [3], Andriansyah [4]

[1] *(Master of Lampung Language and Culture Education, FKIP, University of Lampung, Indonesia)*
[2] *(FKIP, University of Lampung, Indonesia)*
[3] *(FKIP, University of Lampung, Indonesia)*
[4] *(FKIP, University of Lampung, Indonesia)*

Abstract:
Background: *Multicultural Education Literature Study in Indonesia. Indonesia is country multicultural biggest in world. Management diversity the Becomes very urgent for maintain unity nation Indonesia and fight for progress . This study will discuss multiculturalism in the context of education in Indonesia. That is to see how the development of multicultural education, the importance of multicultural education, and the implementation of multicultural education in Indonesia.*
Materials and methods: *Types study use study qualitative with method studies literature (literature review). Technique election literature based on the keywords Education and multicultural . Literature originate from 3 journals with limit 10 year publication the last download from the journal provider page on the internet for free . study technique literature use matrix synthetic based on source references , titles , and results findings .*
Results and conclusions: *Based on the discussion of the 3 journals it was found that the development of multicultural education in Indonesia can be seen based on two approaches, namely the synchronous approach and the diachronic approach. Equity quality service education and implementation education more multicultural _ comprehensive could help Upgrade performance achievements education multicultural that alone . Multicultural education can also be used as a strategic instrument to develop awareness of one's pride in one's nation. Therefore, in facing cultural pluralism, it is necessary to continue to implement and improve multicultural education in Indonesia.*
Keywords: *Education, Multicultural.*

Date of Submission: 01-02-2023   Date of Acceptance: 11-02-2023

I.   Introduction

Indonesia is country multicultural biggest in world. Have many group tribe , ethnic , religion, and culture . Country archipelago which has 13,000 islands , 300 tribes nations , and 200 languages (Nurcahyono , 2018). The people follow 6 religions (Islam, Hinduism, Christian, catholic , Buddha , and Confucius) as well as various Genre trust . diversity nation the could Becomes potency at a time risk . Potency for sovereignty on diversity , and risk conflict caused diversity that alone . Diversity Public multicultural as a wealth asset nation in one side , and very vulnerable condition conflict as well as split on the other hand (Lestari, 2015). Management diversity the Becomes very urgent for maintain unity nation Indonesia and fight for progress .

Education multi cultural _ could formulated as exists awareness about cultural diversity , rights basic man
As well as subtraction or deletion type prejudice or prejudices for something life Public which fair and forward . Education multicultural also could made instruments strategic for develop awareness on pride somebody to his people . The importance of multicultural education in Indonesia is as an alternative means of conflict resolution, and it is hoped that the Indonesian people will not abandon their cultural roots, and multicultural education is very relevant to use for the existing democracy as it is now.

Despite issue education multicultural has Becomes discourse academic since year 2000s. Various forum academic (seminar, workshop , and discussion public themed education multicultural) emerged . But problem plurality not yet resolved with perfect . Study this conducted to find out about the development and implementation of multicultural education in Indonesia to date.

A.   Context Description

kindly detail ambition related national _ with activity education has poured in Constitution National Education System No. 20 Years 2003, that aim education national is for development potency participant educate _ Becomes man which have faith and fear to Almighty God _ Esa , morals noble , healthy , knowledgeable , talk , creative , independent , and Becomes democratic citizens _ as well as responsible answer .

Next principle maintenance education in a manner clear also has outlined in Constitution National

Education System such , ie listed in article 4, that : 1) Education held in a manner democratic and fair as well as no discriminatory with uphold tall right basic human , mark religious , mark cultural, and plurality nation , 2) Education is held as one unity which systemic with system open and multi meaning , 3) Education held as something process cultivation and empowerment participant educate which going on throughout life , 4) Education held with give exemplary , build will , and develop creativity participant educate in process learning , 5) Education held with develop culture reading , writing , and arithmetic for all inhabitant society , 6) Education held with empower all component Public through role as well as in maintenance and control quality service education .

As for function education national as listed on Chapter II chapter 3 mentioned that function education national is develop ability and form character as well as civilization that nation dignified in framework educate life nation . Besides that , function education also could seen in two perspective . first , in a manner micro (narrow), education function for help in a manner aware development physical and spiritual participant educate . second , in a manner macro (wide), education function as development private , development inhabitant Country, development culture and development nation .

Multicultural education is a relatively new phenomenon in the world of education (Tilaar, 2004: 123). The development of multicultural education is in line with the development of democracy in one country. In principle, multicultural education yearns for equal rights, including the right to access education for all people "Education for all". Likewise with the democratization process triggered by the recognition of human rights that do not discriminate against differences in skin color, religion, and gender (Tilaar, 2014: 124).

As Andersen and Cusher (1994) as quoted by Mahfud (2008), that multicultural education is defined as education about cultural diversity. Meanwhile Hernandez (1989), defines multicultural education as a perspective that recognizes the social, political, and economic realities experienced by each individual in complex and culturally diverse human encounters, and reflects the importance of culture, race, sexuality and gender, ethnicity, religion, social status, economy, and exceptions in the educational process.

This study will discuss multiculturalism in the context of education in Indonesia. That is to see how the development of multicultural education, the importance of multicultural education, and the implementation of multicultural education in Indonesia.

II.   Material and Methods

Type study use study qualitative with method literature study (*literature review*). Selection technique literature based on the keywords Education and multicultural . Literature originate from 3 journals with limit 10 year publication the last download from the journal provider page on the internet for free . study technique literature use matrix synthetic based on source references , titles , and results findings .

III.   Discussion

Totally there 3 journal has been reviewed based on source reference , title , given until results findings . Review processaim find and analyze the development of multicultural education, the importance of multicultural education, and the implementation of multicultural education in Indonesia.

Table 1. Journal Reviews

Source	Title	Findings
Okta Hadi Nurcahyono (2018)	*Multicultural Education in Indonesia: Analysis Synchronic and Diachronic* .	1. In a synchronous approach, it was found that multicultural education in Indonesia was born from a long journey which was divided into three phases, namely: the segregation phase during the colonial period, the education phase which had a melting pot pattern during the New Order era, and the multicultural education phase with the spirit of democracy during the reform era . 2. In diachronic analysis, multicultural education in Indonesia today cannot be separated from past history, namely the motto "Unity in Diversity" as cultural politics during the Majapahit Empire and the reform events that gave birth to democracy by upholding equal rights for every citizen, especially in accessing education.
Dera Nugraha, et al. (2020)	*The Urgency of Multicultural Education in Indonesia.*	1. Conflict mature multicultural _ this still often happen ,showing that education multicultural in Indonesia still needattention . it _ among them caused by yet evenlyservice education received by society , as well implementationeducation still multicultural _ done in a manner partial .Equity quality service education and implementation educationmore multicultural _ comprehensive could help Upgradeperformance achievements education multicultural that alone . 2. Conflict between religious adherents who still happened in Indonesiacaused by two factors; arrogance claim the truth and doctrine of jihadwhich is the meaning no right . For get over it need educationtolerance and dialogue between people religion facilitated by

		the Instituterereligious .
Akhmad Hidayatullah Al Arifin (2012)	*Implementation of Multicultural Education in Educational Practices in Indonesia.*	1. Multicultural education in Indonesia is still a new discourse that needs to be responded to in order to maintain the integrity of a nation that is rich in multi cultures. 2. Multicultural education is a form of awareness about cultural diversity, human rights and the reduction or elimination of prejudice or prejudice for a just and advanced society. Multicultural education can also be used as a strategic instrument to develop awareness of one's pride in one's nation. 3. In dealing with cultural pluralism, a new, more tolerant and elegant paradigm is needed to prevent and solve the problem of cultural clashes, namely the need to implement multicultural education. 4. Therefore the practice of multicultural education in Indonesia can be implemented flexibly by prioritizing basic multicultural principles. 5. Multicultural education is also very relevant to democratic education in a plural society like Indonesia, which emphasizes the understanding of multi-ethnic, multi-racial and multicultural which requires a new construction of justice, equality and a democratic society.

IV. Result

Indonesia as a country that has diversity also needs multicultural education as a way to raise awareness of differences and love diversity and to reduce or eliminate conflicts that occur as a result of SARA problems in Indonesia. Multicultural education has existed and developed in Indonesia for a long time, as evidenced by the following journal studies.

From the study results study the first journal on Multiculturalism Education in Indonesia through synchronic analysis and diachronically , it was found that education multiculturalism in Indonesia already through road long and muttered stage . Presence education multiculturalism in Indonesia no is at in room empty . Presence education multiculturalism in the middle Public in line with wave change structure social and political society .
Two approach (synchronous and diachronic) in the writing used in analyze process presence and development multiculturalism in Indonesia , it was found that:
1. In a synchronous approach, it was found that multicultural education in Indonesia was born from a long journey which was divided into three phases, namely: the segregation phase during the colonial period, the education phase which had a melting pot pattern during the New Order era, and the multicultural education phase with a democratic spirit during the reform era.
2. On diachronic analysis, multicultural education in Indonesia today cannot be separated from past history, namely the motto "Unity in Diversity" as cultural politics during the Majapahit Empire and reform events that gave birth to democracy by upholding equal rights for every citizen, especially in accessing education.
the second journal literature review regarding The Urgency of Multicultural Education In Indonesia, it was found that:
1. conflict mature multicultural this still often happen ,showing that education multicultural in Indonesia still need attention . it among them caused by yet evenly service education received by society , as well implementation education still multicultural done in a manner partial .Equity quality service education and implementation education more multicultural comprehensive could help Upgrade performance achievements education multicultural that alone .
2. Conflict between religious adherents who still happened in Indonesiacaused by two factors; arrogance claim the truth and doctrine of jihadwhich is the meaning no right . For get over it need educationtolerance and dialogue between people religion facilitated by the Instituterereligious .
to maintain the unity of a multicultural society, among several things that need to be avoided: (1) Primordialism, excessive tribal feelings. Think that your own ethnic group is superior. (2) Ethnocentrism, a view based on one's own culture. Tend to belittle the culture of other groups. (3) Discrimination, the attitude of discriminating against fellow citizens based on class, skin color, economy, ethnicity, religion, and other cultural elements. (4) Stereotypes, the conception of the general nature of a group based on prejudice. Without avoiding the things mentioned above, it is very difficult to avoid conflict in a very multicultural country like Indonesia. Conflict can be interpreted as misunderstanding or disagreement between opposing groups or ideas. It can also mean war, or trying to be on opposing sides. Or in other words, disagreement between several parties (Aisyah, 2014).

From the results of the third journal literature review regarding the Implementation of Multicultural Education in Educational Practices in Indonesia,it was found that pluralism in Indonesia can be seen from two perspectives, namely the horizontal perspective which can be seen from the differences in religion, ethnicity, regional language, geography, and culture. Meanwhile, in a vertical perspective, it can be seen from the differences in educational, economic, and socio-cultural levels.

The phenomenon of pluralism is like a double-edged sword, on the one hand it has a positive impact, that is, we have a wealth of diverse cultural treasures, but on the other hand it can also have a negative impact, because sometimes this diversity can trigger conflict between groups of people which in turn can lead to instability. security, social, political and economic.

The practice of multicultural education in Indonesia can be implemented flexibly by prioritizing basic multicultural principles. Whatever and however the form and model of multicultural education, it should not be separated from the general goals of multicultural education, namely:

(1) Develop a basic understanding of the process of creating a system and providing equal educational services.

(2) Connecting the curriculum with teacher character, pedagogy, classroom climate, school culture and the context of the school environment in order to build a vision of "an equal school environment".

The school must be seen as a community, a small community; that is, what is in society must also exist in school. The perspective of the school as a small community has implications that students are seen as individuals who have characteristics that are embodied in the talents and interests and aspirations that belong to students.

At the school level, with the various differences that each individual has, schools must pay attention to: a) each student has different developmental needs, including personal and social needs, b) vocational and career needs, c) psychological needs and spiritual moral development.

At the community level, what needs to be met include: a) academic needs, b) psychological needs, c) togetherness needs, and d) security needs.

From the perspective of learning outcomes, multicultural education has three goals that are developed in each student; First, the development of cultural identity is a competency possessed by students to identify themselves with a particular ethnicity. This competency includes knowledge, understanding and awareness of ethnic groups and creates pride and confidence as members of a particular ethnic group. Second, interpersonal relationships. Namely, the competence to have relations with other ethnic groups, always based on equality and equality, and to stay away from prejudice and stereotypes. Third, empower yourself. That is an ability to continuously develop what is owned related to multicultural life.

In detail, cultural competence includes the following:

1.   Individual competence to accept, respect and build cooperation with anyone who has differences from himself.

2.   Cultural competence is the result of awareness of knowledge and "cultural bias" that it has or as a factor that influences cultural differences.

3.   The process of developing cultural competence requires the development of knowledge, skills, attitudes and behaviors that enable a person to understand and interact efficiently with people who have different cultures.

Multicultural education in Indonesia is still a new discourse that needs to be responded to in order to maintain the integrity of a nation that is rich in multi cultures. Multicultural education is a form of awareness about cultural diversity, human rights and the reduction or elimination of prejudice or prejudice for a just and advanced society. Multicultural education can also be used as a strategic instrument to develop   awareness of one's pride in one's nation. In dealing with cultural pluralism, a new, more tolerant and elegant paradigm is needed to prevent and solve the problem of cultural clashes, namely the need to implement multicultural education. Therefore the practice of multicultural education in Indonesia can be implemented flexibly by prioritizing basic multicultural principles. Multicultural education is also very relevant to democratic education in a plural society like Indonesia, which emphasizes the understanding of multi-ethnic, multi-racial and multicultural which requires a new construction of justice, equality and a democratic society.

V.   Conclusion

Based on the discussion from the 3 journals above regarding Multicultural Education in Indonesia, it can be concluded as follows:

1.   The development of multicultural education in Indonesia can be seen based on two approaches, namely the synchronous approach, it was found that multicultural education in Indonesia was born from a long journey which was divided into three phases, namely: the segregation phase during the colonial period, the education phase which had a melting pot pattern during the New Order era, and the multicultural education with the spirit of democracy during the reform period. In a diachronic approach, multicultural education in Indonesia today cannot be separated from past history, namely the motto "Unity in Diversity" as cultural politics during the Majapahit Empire and reform events that gave birth to democracy by upholding equal rights for every citizen, especially in accessing education. .

2.   Equity quality service education and implementation educationmore multicultural _ comprehensive could help Upgradeperformance achievements education multicultural that alone .

3.   Multicultural education is a form of awareness about cultural diversity, human rights and the reduction

or elimination of prejudice or prejudice for a just and advanced society. Multicultural education can also be used as a strategic instrument to develop awareness of one's pride in one's nation.

4.　　In dealing with cultural pluralism, a new, more tolerant and elegant paradigm is needed to prevent and solve the problem of cultural clashes, namely the need to implement multicultural education.

VI. Suggestion

Suggestions that can be submitted by the author regarding multicultural education in Indonesia are:

1.　　So that the related government can carry out equity quality service education and implementation educationmore multicultural _ comprehensive in order to Upgradeperformance achievements education multicultural l .

2.　　All elements of Indonesian society and state can further enhance learning and understanding of multiculturalism in Indonesia, especially through education.

References

[1]. Nurcahyono, Okta Hadi. 2018. Multicultural Education in Indonesia: Synchronic and Diachronic Analysis. Habitus: Journal of Education, Sociology and Anthropology Vol. 2 No.1 March 2018 Pg. 105-115.

[2]. Nugraha, Dera, et al. 2020. The Urgency of Multicultural Education in Indonesia. UIN Sunan Gunung Djati Bandung. Journal of Pancasila and Citizenship Education Volume I Number 2 (November) 2020.

[3]. Al Arifin , Ahmad Hidayatullah . 2012. Implementation of Multicultural Education In Education Praxis in Indonesia . Madrasah Tsanawiyah Negeri Sleman.Journal of Educational Development: Foundations and Applications Volume 1, Number 1, June , 2012.

[4]. Lestari, Gina. (2015). Bhinnekha Tunggal Ika: Multicultural Treasures. Journal of Pancasila and Citizenship Education I (February): 31–37.

[5]. HAR Tilaar, (1999). Education, Culture, and Indonesian Civil Society, National Education Reform Strategy. Bandung : PT. Rosdakarya Youth and Ford Foundation.

[6]. HAR Tilaar and Riant Nugroho, (2010). Education policy. Yogyakarta: Student Libraries.

[7]. HAR Tilaar. (2004). Multiculturalism: Future Global Challenges in the Transformation of National Education. Jakarta: Grasindo.

[8]. Mahfud, Choirul. (2010.) Multicultural Education . Yogyakarta: Student Libraries

[9]. Hernandez, Hilda. 1989. Multicultural Education: A teacher's guide to linking context, process, and content. New Jersey & Ohio : Prentice Hall

[10]. BM, St. Aisha. (2014). Social Conflict in Interreligious Relations . Tabligh Dakwah Journal 15(2):189–208.