**MULTICULUTRAL EDUCATION IN REINFORCING NATIONAL CHARACTER IN GLOBALITATION**

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**Abstrak**

Penelitian ini bertujuan untuk mengetahui pendidikan multikultural dalam memperkuat karakter bangsa di era global. Penelitian ini merupakan penelitian deskriptif-kualitatif. Fokusnya adalah pada keseluruhan penggambaran pendidikan multikultural. Temuan dalam penelitian ini menunjukkan bahwa pendidikan multikultural di era global Saat ini konsep pendidikan multikultural menekankan internalisasi dan karakterisasi upaya upaya toleransi untuk perbedaan agama, ras, etnis, dan adat lainnya di kalangan pelajar diperlukan. Alasannya, kondisi situasi negara saat ini tidak sepenuhnya bebas dari ancaman konflik etnis dan agama, radikalisme agama, separatisme dan disintegrasi. Munculnya pendidikan multikultural di Indonesia diarahkan agar semua negara dapat masuk ke dalam entitas yang disebut lembaga pendidikan, terlepas dari orang miskin, orang kaya, aristokrasi, siswa, dan sebagainya. Multikulturalisme mengajarkan lebih dari memastikan bahwa para pembelajar di kelas atau sekolah belajar dari berbagai latar belakang

**Kata kunci:** Pendidikan Multikultur, Karakter Natioanal, era global

**Abstract**

This study aims to determine the multicultural education in strengthening the national character in the global era. This study is a descriptive-qualitative research. The focus is on the overall depiction of multicultural education. findings in this study indicate that multicultural education in the global era Nowadays the concept of multicultural education emphasis cored internalization and characterization efforts tolerance for differences of religion, race, ethnicity, and other customary among learners is needed. The reason, the condition of the nation's current situation is not completely free from the threat of ethnic and religious conflicts, religious radicalism, separatism and disintegration. Emerging multicultural education in Indonesia is directed so that all nations may enter into an entity called educational institutions, regardless of the poor, the rich, the aristocracy, students, and so on. Multiculturalism teaches more than ensure that the learners in a class or school to learn from a variety of backgrounds.

**Keywords :** Multicultur Education, National Character, Global era

**PENDAHULUAN**

Racial conflict in the life of the nation becomes a serious challenge in terms of the development of the Indonesian government legal, political, economic, social, cultural, and education. In terms of politics, SARA sometimes become an obstacle to democracy in Indonesia and upholds human rights without neglecting the duty of every person. Facts on the field shows in Jakarta governor election case shows racial elements often appear in the campaign process. Moreover Solo denominational expressed disapproval if in Solo led by a different religious leader. Thus the smooth democratic process rights would be violated by the similarity. Furthermore, in terms of the legal process tends to be less than the maximum law enforcement in handling. Field data shows 61% of the security forces always come when violent incidents took place, while 39% showed security forces came after an incident occurs (Ali-Fauzi, 2009:14).

From an economic point of racial conflict had a profound impact, GDP in Maluku in 2000 decreased 7.89%, from Rp 489,000 million (in 1999) to 458 753 million (in 2000). In addition, flow indicator shipments at the port of Ternate shows that in 2000 the volume of incoming goods decreased 14.5% compared to 1999 (Mawardi, 2003:4). In addition to the socio-cultural impact of the decline that occurred both foreign tourists and local tourists because of the issue of racial conflict stretcher.

In the field of education, the impact of racial conflict, in terms of the many students who follow their parents to flee to safer areas, the data in the field indicate (data in october 2000) approximately 3.522 junior high school students (91%) and the number of 4325 high school students (94%) never evacuate to a safer place (Hartono, 2000:68). In addition, a number of two buildings that junior and senior high school destroyed as a result of the conflict. Thus, racial conflict raises a lot of influence. This was due either to lack of tolerance among religions and between cultures in society.

As a country with a pluralistic, Indonesia consists from a variety of tribes, races, customs, class, and religious groups, and social strata. Conditions and situations like this is a reasonable as far as these differences are aware of its existence and internalized. However, when such differences arose, and went on to become a threat to the harmony of life, the difference is an issue that must be resolved. There are different multicultural approaches, and there is much debate among the advocates of multiculturalism (Gorski, 2009; Paul-Binyamin & Reingold, 2014). Nevertheless, there is a consensus that multicultural ideology (or intercultural ideology), which in Israel goes back only a few decades, aims to advance a policy that encourages a relationship of mutual respect among the various cultures that comprise a society (Paul-Binyamin & Reingold, 2014; Reingold, 2007).

In this research study is the focus of which is the perception of education in order to strengthen the character Multicultur tolerance in the global era.

**METODE**

This study is a descriptive-qualitative research. The focus is on the overall depiction of multicultural education. This research was conducted in the city of Surabaya, which is one of the city became the capital of East Java province. The selection of the city as the location of the study population was based on considerations tend to compound, because there are several ethnic groups, such as ethnic Madurese, chinese, china, india and Arabic. In addition, it is found in the city schools and faith based schools that have a majority of students of a particular ethnicity. Data were collected by interview,. In this study, the data were analyzed using inductive techniques

**RESULT AND DISCUSSION**

Discourse of multicultural education which had been warmed in the mass media and the subject of much discussion in some forums, but unfortunately not followed by a number of efforts seriously and continuously to formulate the idea into a more applicable. In fact it can be said, the effort to promote the concept of multicultural education as part of efforts to curb the potential for conflict horizontally or vertically due to a misunderstanding about the nation's racial intolerance has not run significantly. As an implication, efforts to soften the ice and melt the rigidity of religious thought and humanity of each religion and culture is not considered too important to be herded towards education. Starting in terms of material and methodology taught in schools, boarding schools, seminars, and society in general, have a tendency to teach religious education in partial (skin only). The idea of multicultural education has been widely discussed and implemented there since the 1970s. According to J. Banks (2013), an influential American educator and researcher, the major goal of multicultural education is to reform educational institutions “so that students from diverse racial, ethnic, and social-class groups will experience educational equality” (Banks, 2001).

Religious education materials, for example, is more focused on efforts to deal with the problem of a servant to his god belief. As if the problems of heaven or happiness can only be obtained by way of worship or Aqeedah alone. Instead of religious education are less concerned with issues of common sort of anti-corruption stance, the necessity of social transformation , and kepadulian for others (Suharto : 2006:276). Some curriculum specialists have raised topics such as culture, ethnicity, race and multicultural curriculum under sociological foundations set(musa Pour,2008 Sarkar Arani, 2012 ؛ Silver.et.al ,2009 ؛ Yar Mohammadyan ,2013 ) And or addressed it in specialized topics in the curriculum(Talebzade Noberyan, Fathi Vajargah, 2009 ؛ Fathy Vajargah, 2013 ؛ Ghaderi, 2011 )

Nowadays the concept of multicultural education emphasis cored internalization and characterization efforts tolerance for differences of religion, race, ethnicity, and other customary among learners so we needed. The reason, the condition of the nation's current situation is not completely free from the threat of ethnic and religious konplik, religious radicalism, separatism and disintegration. It can even be said to be a series of riots which took thousands of deaths as cases pekalongan (1995), Tasikmalaya (1996), Rengasdengklok (1997), Sanggauledo, West Kalimantan (1996 dan1997), Ambon and Maluku since 1999, to Sampit, Kalimantan Timur (2000) at times can be happen if no anticipatory early, for it brings the concept of multicultural education is part of a comprehensive effort to prevent and counter nuanced racial conflict.

According Baidhawy (1999:123), states that the paradigm of multicultural education includes subjects of injustice, poverty, oppression and backwardness of minorities in various fields of social, cultural, economic, and others. Emerging multicultural education in Indonesia is directed so that all nations may enter into an entity called educational institutions, regardless of the poor, the rich, the aristocracy, students, and so on. Multiculturalism teaches more than ensure that the learners in a class or school to learn from a variety of backgrounds. It is a ‘policy of maintaining a diversity of ethnic cultures within a community’, and it upholds ‘the view that the various cultures in a society merit equal respect and scholarly interest’ (Raţă, 2013)

Nowadays there is a considerable body of research work discussing age and stages in the development of children's racial and ethnic understanding [3], [4]. According to Franz Magnis Suseno, in the critical period passed by the Indonesian people in recent times, with the various horizontal friction, showed symptoms of treason against the three principles of Indonesian public life, namely: First, betrayal of the young vow 1928, the lust to build a nation, the Indonesian nation. Second, a betrayal of the agreement to live together under the umbrella of the Republic of Indonesia . Visible symptoms of separatist to secede from the Republic of Indonesia. This movement must be born because of an oversight - an oversight that we make, among others, by undermining the existence of diversity of Indonesian culture and overly concerned with the culture of the two groups entis alone. Third, betrayal of the pledge together to live in harmony, tolerance, since tied by one goal which is to build a fair and prosperous society ynag for the entire community (Choerul :2005).

According Azumardi azra at the national level, the end of the centralism of power in the new order imposing monokulturalisme nearly uniform, led to a backlash, which contain negative implications on multicultural reconstruction of Indonesian culture. "Together with the autonomy and decentralization of government power, is also an increase in the phenomenon or symptoms of "provincialism" which almost overlaps with "ethnicity." this trend if unchecked, can lead to not only the socio-cultural disintegration is very severe, even political disintegration. (Imron: 2002:3)

Globalization is a process of growth in developed countries, namely the U.S., Europe and Japan are doing a massive expansion . Then trying dominated the world with the power, globalization is a process that lasts long and dramastis move forward within the last few years , driven by many forces including new technologically and increasing capital flows freely (Zaenal: 2005). In facing the challenges of globalization that is sweeping the world, then education must prepare for the challenges of globalization at all levels of education which can be developed into an international bertarap educational unit, either by central government or by local governments (Article 50 paragraph 3) it is necessary to set up a legal entity level, so that all providers of education and formal education units , both set up by the government and society, education must be a legal entity (article 53 ayat1). Education legal entity in question will serve to provide services to students (Article 53 paragraph 2). Thus, education legal entity will provide a strong legal basis for the education and national education units internationally in the face of global competition.

In the face of globalization, the employment will be determined by the competence, provided by the organizers or educational unit accredited certification body to students and the community who passed after following a certain competency test (Article 61 paragraph 3). Advancement of global communications such as the Internet, also have an impact on our moral education, just look at the internet easily accessible pornographic images of children of school age through information technology. This is a challenge for our education, in which on the one hand should follow the progress of science and technology on the other hand implies the destruction of moral values ​​clash with the cultural values ​​due to the outside along with the advancement of global information.

As in anticipation of global developments and advances in communications technology , the distance education accommodated in the National Education System, a new paradigm of education. Distance education can be conducted on all lines, levels and types of education, which serves to provide educational services to community groups who can not attend face-to- face education or regular (Article 31, paragraphs 1 and 2) .

According Chirzin, the process of globalization with the accelerated pace of economic liberalization and global free trade system, the education world confronts new challenges that are not simple. Globalization makes the world into a small village that allows every citizen of the world to connect and influence each other. Such situations lead to the opening of an idea or ideas from one place to another, making it difficult censored if it is contrary to the values ​​of the receiving culture or ideas. (Sumartana: 2001:5).

In development, education in Indonesia is experiencing changes that can be said is rather hefty advance, although not yet fully meet the targets of the objectives of the Indonesian nation itself. Education comes in the midst of society has many functions not only to the intellectual life of the nation, but also serves as the intelligence of the self, the social, the state of the nation, even the world. More specifically in Indonesia because, It is very relefan once the concept of multicultural education where education is not mapped either language, ethnicity, culture, culture, race, religion, social status, and so forth. Little education functions mentioned in Chapter II, Article 3 of the Education Law of 2003, that the function of national education is to develop the ability and form the character and civilization of dignity in the context of the intellectual life of the nation. (Tilaar: 2004).

There are several functions tela education as mentioned above . At least it could be seen in the perspective of the two . First, narrowly, education serves to help the conscious physical and spiritual development of the learners. Secondly, broadly, education serves as personal development, the development of citizens, the development of culture and the development of the nation. In the presentation of the above it is clear education is very important to create a society that is fair and makamur and inclusive for all levels of Indonesian society. In addition to education also serves as mentioned above, education can also serve as a long term investment.

According Nurkolis education as a long-term investment of human resources (HR) Indonesia is still very weak to support the industrial and economic development. The reason the government has not been placed education as the most important priority. Indonesian society, ranging from the ordinary to politicians to government officials, oriented only after money to enrich themselves and never think long. (Malik: 2004).

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