

MULTICULTURAL DISCOURSE IN INDONESIA: CULTURAL RESPONSE EDUCATION IN THE CLASSROOM FOR CHILDREN

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Abstract: Education is a process of activities carried out to live a good life and can also be said to be an activity of honing human resources (human resources) to gain expertise in the social field and the development of a good person to make a strong interpersonal relationship with the cultural environment of the surrounding community. On that basis, why education cannot be far from the culture or culture of a place it occupies, as the goal of education so far, namely, to hone taste, initiative and work. The achievement of these educational goals depends on how the culture is conveyed in the classroom, so this is where the role of multicultural education will become an intermediary for the development of human resources who have strong and good characters. This study aims to describe several things, namely as follows: (1) Culture-based learning; (2) Application of Cultural Learning to children in schools; and (3) Impact of implementing cultural curricula on children's characters. The approach in writing this paper uses literature analysis with literature reviews and data is collected through systematic search of scientific literature on journal articles and documents that discuss significantly and are related to the theme of this research. The data that I get will be processed or analyzed descriptively, interpretatively and comparatively.

Keywords: educational, cultural, multicultural, classrooms

Abstrak: Pendidikan adalah suatu proses kegiatan yang dilakukan untuk menjalani kehidupan yang baik dan dapat juga dikatakan sebagai kegiatan mengasah sumber daya manusia (SDM) untuk memperoleh keahlian di bidang sosial dan pengembangan pribadi yang baik untuk membuat hubungan interpersonal yang kuat dengan lingkungan budaya masyarakat sekitar. Atas dasar itu, mengapa pendidikan tidak bisa jauh dari budaya atau budaya dari tempat yang didudukinya, sebagaimana tujuan pendidikan selama ini yaitu mengasah rasa, karsa dan karya. Tercapainya tujuan pendidikan tersebut tergantung bagaimana budaya tersebut disampaikan di dalam kelas, sehingga disinilah peran pendidikan multikultural akan menjadi perantara bagi pengembangan sumber daya manusia yang memiliki karakter yang kuat dan baik. Penelitian ini bertujuan untuk mendeskripsikan beberapa hal, yaitu sebagai berikut: (1) Pembelajaran berbasis budaya; (2) Penerapan pembelajaran budaya pada anak di sekolah; dan (3) Dampak penerapan kurikulum budaya terhadap karakter anak. Pendekatan dalam tulisan ini menggunakan analisis kepustakaan dengan tinjauan pustaka dan data dikumpulkan melalui penelusuran sistematis literatur ilmiah pada artikel jurnal dan dokumen yang membahas secara signifikan dan terkait dengan tema penelitian ini. Data yang diperoleh akan diolah atau dianalisis secara deskriptif, interpretatif dan komparatif.

Kata Kunci: pendidikan, budaya, multikultural, ruang kelas

Introduction

Many people in this world are still confused with the word “Culture” and the word “Culture” whether it has the same meaning or not. From the many definitions of culture that have circulated so far, as Djoko Widagdho's opinion explains, culture is part of the compound word cultivation which means the power of mind, so this makes culture different from culture. Culture refers more to the power of the mind which constitutes creativity, taste, and intention, while culture refers more to the output/result of the creativity, taste and intention (Widagdho, 2010).

Koentjaraningrat explains the word culture as things that are related to reason, behavior and the results of behavior obtained by learning, because it does not necessarily exist and are arranged in people's lives. Culture is the whole result of human effort, with the heart in the form of all the sources of the soul, namely creativity, taste and initiative (Koenjtaraningrat, 2000). James M. Henslin explained that culture includes values, norms, behavior, language, beliefs and even material objects that have been passed down from generation to generation in their environment. All of these elements are part of culture (Henslin, 2006).

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Based the three expert opinions above, we researchers can draw the conclusion that culture is something that is contained in the human mind, while culture is the result of the thinking of human reason, namely creativity, taste and intention which are arranged and arranged in the life of the local community. We as researchers agree with Henslin's idea of mentioning cultural elements which are all included in the process of teaching and learning activities in the classroom. Cultural forms are classified as follows: a) Ideas, values, norms, and so on; b) Activities and actions that have a pattern; and c) Objects made by humans. Cultural elements are as follows: a) Religious; b) Community organization; c) Knowledge; d) Technology systems and equipment; e) Language; f) Art (Koenjtaraningrat, 2000).

The geographical condition of Indonesia is that there are so many islands which, if added up to sixteen thousand or more, are certainly occupied by human groups and eventually make a society that has a culture. If each island has a culture, then making Indonesia a nation with a variety of cultures or often called a multicultural nation. Multiculturalism is a range of understandings and values from the culture gathered in a society. Everyone is required to respect and appreciate each other or it can be called tolerance with the existing culture in society, so that culture can be accepted by anyone without differentiating from one another.

Multiculturalism education has a very, very strong influence on the Indonesian people, especially to strengthen the Republic of Indonesia. Based on the explanation above, there are three problem formulations as follows: (a) Culture-based learning; (b) The application of cultural learning to children in the classroom; and (c) The impact of implementing a cultural curriculum on children's character.

This paper aims to describe how culture-based learning and its application in the classroom involving teachers as educators and students as learners, and the impact that occurs. Thus, this paper can provide information that occurs in the course of learning in the classroom.

Materials and Methods

This research is a literature analysis with literature review. Data collection was carried out through systematic search of scientific literature on journal articles and documents that discuss significantly and are related to "Cultural Education in Classrooms for Children." The context that is the object of this research is a case study in Indonesia, so the data elaborated is closely related to how multicultural education can be analyzed in depth. Furthermore, after the data collection and analysis process has been carried out, the researcher provides a final conclusion to conclude the results of this study.

Result and Discussion

A. Culture Based Learning

Culture-based learning is a strategy to create a learning atmosphere and plan a learning experience that connects culture with learning, so that it can be formed into a learning process. Culture in the learning process is used as a supporting tool for student motivation in the context of applying knowledge, working cooperatively and interpreting the relationships between various subjects (Suprayekti, 2009). Sutarno explained that the basis of the basis of cultural learning is that in the part of ideas, development of knowledge, communication and education, culture becomes its basic part. So if it is attracted to culture, it is a very important side for both education and scientific development. If we look at it, there is a theory that really supports this culture-based learning, namely the theory of constructivism. This theory makes the conclusion that students learn by constructing knowledge as the output of thinking and interacting in a social context (Sutarno, 2007).

Culture itself has elements that are very attached to humans, so that it cannot be separated. Meanwhile education is an activity or a forum to develop cultural elements and culture-based education has a function as a way to improve one's quality by naturally increasing knowledge but still following the times so that it is not left behind. Cultural values are noble values that must always be preserved and maintained. And culture-based education is an extension for society so culture-based education has a role for society so that it does not change in obtaining education and it will continue until later. Culture-based education is the first step to introduce culture to children so that children understand culture through their education because Indonesia itself has a variety of cultures that spread throughout Indonesia, so

each region has its own culture and ways to implement it into education. So that culture-based education is an influential thing in students, namely as a form of creating a generation with character and character values of the Indonesian nation.

Implementation of Yogyakarta culture-based education. Yogyakarta is a place that is very thick with cultural and noble values and in the city of Yogyakarta also has a high concern for education so there is no need to doubt, and the specialty of education in the Yogyakarta area is the presence of local culture and noble values which are still preserved until now from various aspects such as, history, philosophy, and social order. And through education these values can be conveyed by building the character of the Yogyakarta character and education is only carried out for a short period of time (Rooijakkers, 1990). With this culture-based education, it can shape the behavior of students and find out about noble culture. And the implication is by instilling noble values in students by introducing them from the time of the student's orientation to graduation so that it will continue to run well. And there must also be a role for the family to help. Because good manners are not only in school but in the surrounding environment, outside of school and outside Yogyakarta so that people can know that the character of the people of Yogyakarta is very good. Because good character is seen from his daily life. One of the ways to develop cultural values is: 1) Include the moral content in the subject so that students know their respective regions; 2) By teaching batik karean Yogyakarta is unique with its batik cloth; Implementing traditions in school as tradition has been done long ago; and 3) Introducing gamelan/karawitan because it is also a noble culture that must be learned.

Supported by the situation or atmosphere of school, it has unique characteristics that are directly related to culture. And teachers are required to understand and exemplify students so that students feel more comfortable, by giving a cultural effect such as writing Javanese letters on a slogan or poster. And students are also introduced to local customs. So that the cultural elements are getting attached. Because character building is very important for the future and after leaving the educational institution, you are ready to accept various kinds of characters (Subagya, 2015).

B. Application of Cultural Learning to Children in the Classroom

1. Learn about Culture

Learning about culture means that this side of culture is studied specifically in one subject of culture, is not mixed with other subjects and is not connected at all with other subjects. So far, we have learned about the process of learning about culture, such as arts, crafts, and others. However, this happens if the school has sufficient facilities to conduct special subjects for culture and it seems that so far it is still difficult to fulfill all of them, because for Javanese culture, for example, gamelan art alone for tools is very expensive, if you do not use the tools you will not get value from the art.

a. Theme: Javanese Gamelan

b. Learning objectives: With the practice of gamelan music, students can find out the types of music from Java and the musical instruments that are played

c. Main subject: Gamelan music

d. Learning Activities:

Introduction: The teacher gives an apperception about regional arts that are often performed, especially gamelan

Core: Students look at the musical instruments in the practice room and find out the names and functions of these instruments. After that try to play it.

Closing: The teacher and students conclude the activities that have taken place earlier.

e. Sources, tools and media: Art books, gamelan instruments, laptops and LCDs.

f. Assessment: Performed by the teacher by appreciating the mini gamelan music performances performed by students.

2. Learning with Culture

Learning with culture means that this culture is included in the learning process side to complement the learning of a particular subject. Learning with culture includes the use of various forms of cultural

manifestations. For example, when studying the law of buying and selling in Islam, teachers can use the mini drama learning method by inserting local cultural values related to buying and selling.

- a. Theme: Buying and selling in Islam
- b. Learning objectives: By performing, students can take lessons from the storyline conveyed and make buying and selling that is allowed by Islam.
- c. Main material: Buying and selling
- d. Learning Activities:
 - Introduction: The teacher gives an apperception about buying and selling in Islam
 - Core: Students are divided into 6 groups. Each group will demonstrate one type of buying and selling that is allowed and what is not allowed.
 - Closing: The teacher and students summarize, conclude, and make reflections based on material about buying and selling in Islam
- e. Sources, tools and media: fiqh books, laptops and LCDs
- f. Assessment: Performed by the teacher in accordance with the indicators set

3. Learning through Culture

Learning through culture is a method for giving students the opportunity to explore the abilities they have acquired and learned. This strategy is a form of multiple representation of learning assessment or a form of assessment of understanding in various forms. For example, students are assigned to make a work. Furthermore, the teacher analyzes students' cultural products to assess understanding of the topics that have been previously discussed. This form of learning allows students to show the depth of their thinking and their inspiration about the concepts they have learned through their creative imagination.

- a. Theme: Batik Crafts
- b. Learning objectives: By making batik, students know all kinds of batik motifs and can find out the philosophy of these motifs which have historic meanings
- c. Main material: Batik activity
- d. Learning Activities:
 - Introduction: The teacher gives an apperception about batik
 - Core: Students are given the task to draw batik in certain areas. Behind the drawing, students can find out what are the components of batik.
 - Closing: The teacher together with the students makes conclusions based on batik activities
- e. Sources, tools and media: Batik books, batik tools, etc.
- f. Assessment: Performed by the teacher in accordance with the indicators set

C. Impact of Cultural Curriculum Application on Children's Character

In the life of society, nation and state, the view of moral values and character must occur, so legally it is formulated as the function and purpose of national education. This is because it is for facing challenges both at present and in the future. That way the inclusion of a cultural curriculum is to encourage students with superior character in all fields and of course can achieve the goals of national education (Ministry of Education and Culture, 2017).

So far, the government has included five character values that must be achieved by students, namely:

1. Religious Values

This value describes the faith in God Almighty which is manifested by obeying all commands and knowing all prohibitions, by respecting religious differences which automatically must be upheld by tolerance among religious communities. From religious values which describe how the goals of multiculturalism, namely love of peace, tolerance, respect for religious differences. Indonesia, which has a lot of diversity, from ethnicity, race, food, animals, etc. So that it can further strengthen the foundation of religious values if it is accompanied by an explanation of cultural examples that exist and occur in Indonesia.

2. Nationalist Values

At the time of the ceremony and at the beginning of class learning, namely the implementation of a culture to sing the national song and regional songs that are done reading a prayer. From this example, it can create a sense of loyalty, care, self-sacrifice and love for the country (Mustari, 2014).

3. Independent Value

With learning that is cultivated to always be creative, active and not dependent on others, this causes students to have a warrior spirit, creative thinking and acting, having courage, etc.

4. The Value of Gotong Royong

During learning, if other students or even the teacher looks troubled, what needs to be done is to provide help, for example when the teacher enters the class with a lot of textbooks, then spontaneously as students help to carry the book to reduce the burden. This is what is called the value of mutual cooperation, which includes cooperation, help, solidarity, anti-discrimination, etc.

5. Value of Integrity

Students are cultivated to speak honestly when they do not understand the material and make friends freely regardless of caste, students are cultured to come on time to carry out pickets, and students are cultured to read books for 5 minutes before learning to do literacy activities. This is called integrity, namely honesty, fairness, responsibility, exemplary, etc.

Conclusion

Education is a conscious and systematic effort in developing the potential of students, both at school and outside of school. With the existence of education can help parents in providing teaching related to positive things to children. According to Ki Hajar Dewantara, education praxis must be rooted in identity and noble treasures of culture and nation. Many people in this world are still confused with the word "Culture" and the word "Culture" whether it has the same meaning or not. From the many definitions of culture that have circulated so far, as Djoko Widagdho's opinion explains, culture is part of the compound word cultivation which means the power of mind, so this makes culture different from culture. Culture refers more to the power of the mind which is creation, taste, and intention.

Culture itself has elements that are very attached to humans, so that it cannot be separated. Meanwhile education is an activity or a forum for developing cultural elements and culture-based education has a function as a way to improve one's quality by naturally increasing knowledge but still following the times so that it is not left behind. Cultural values are noble values that must always be preserved and maintained.

The application of local culture in every learning in the classroom can be done in various ways, such as learning about culture that includes cultural subjects without any mixture of other subjects, learning with culture, namely the use of various forms of cultural manifestations, and learning through culture, namely as a method to provide students imagine the abilities they have.

The rapid changes in society as a result of advances in science and technology require educational institutions to be able to compensate for these changes. Indonesia as a country that has enough potential in the development of education, of course, must be able to adapt to the current situation, this is what triggers educational institutions to be sustainable with the surrounding community. Educational institutions cannot be separated from society, this is because the community has an important role in the activities organized by the school.

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