

The Implementation On Multicultural Education Values In Fostering Inter Ethnic Harmony (A Naturalistic Qualitative Study In State Junior High School 1 Ternate)

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ABSTRACT

This study starts from a concern related to the phenomena of inter ethnic disharmony , religion and culture in State Senior High School 1 ternate . In order to avoid that , it is necessary to implement the awareness of the values of multicultural education to create a social order which is harmonious , peaceful , and away from the conflict . This study is expected to provide an alternative foundation for the creation of harmonious social relations among ethnics. The school as an institution which accommodates a wide variety of individuals with diverse social backgrounds will also give birth to the attitude and actions of different individuals . This condition can not be denied as we are always exposed to the diversity of circumstances that are not harmonious and uncertain . Therefore, to go to an orderly social system there is a need to civilize the difference owned by any person or any group member. This study uses a qualitative approach with naturalistic method . The sources of data and information were obtained through observation, in-depth interviews and documentation .The result of the study indicates that : (1) the attitude of learners and teachers and school communities in State Senior High School 1 ternate does not show strong sectarian fanaticism , tribes and languages , (2) the behavior shown reflect learners in different ethnic religious harmony yet because there is still a relatively good stereotypical attitudes influence the dominant culture that exalts the local level and (3) there is a need to implement the constraint values of multicultural education namely (a) the teacher and the students do not yet have sufficient understanding and insight about anti religious and ethnic discrimination in schools , (b) there is no creation of a teacher or figure models who provide exemplary learners based on the values of multicultural education .

Keywords : implementation , multicultural values , inter-ethnic harmony .

INTRODUCTION

School as an educational institution has the mission to develop the values of individual liberation as a consequence of the characteristics of universal nature of human . Schools need a culture that grows in a diverse and dynamic environment in accordance with the social and cultural fabric of society . Because educational institutions accommodate a variety of individuals with diverse social backgrounds, they will bear the attitude and actions of different individuals . This condition can not be denied as we are always exposed to the diversity of circumstances that are not harmonious and uncertain . Therefore, it is important to go to a orderly social system that is civilizing the difference owned by any person or any group of people .

Misunderstanding is often the case when we hang out with groups of different cultures . M.Ainul (2005) explains that there are two factors why ethnic conflict occurs . First , the economic factors which usually happens because ethnic immigrants who have a high work ethic are economically more successful than indigenous ethnic . Second , primordial ethnicity where ethnicity can eliminate the strong flavors dimensions of humanity , morality , ethics , and the law should take precedence in any settlement problems .

On this basis , the school has an important role in instilling the values of multicultural education . The embodiment of the values of multicultural education is in the form of decision-making and policy in schools based on rules and it is not directed to protect the spirit of faction . Based on the facts and empirical experience it is shown that there are still some groups of people or institutions , including educational institutions in the city of Ternate who still practice social discrimination , either among the students or between the school community . These conditions occurred because Ternate serves as one of the oldest cities in North Maluku which has a strategic position and is open to the presence of immigrants of various nationalities . The consequences of this process gave rise to the global challenge needs to be balanced with the strengthening of the local culture (local cultural .) However , excessive fanaticism on the local culture raises risk of social disintegration . So , fanaticism and primordial urgency here need to be erased from multicultural education presented in our education today . This is done as education is the most powerful instrument to provide awareness (conscious) to the public , so that no conflict arises in terms of ethnic , culturel and religion (Chairul , 2005)

Multicultural education in Indonesia so far has not seen a real like multicultural education which has systematic curriculum developed as in developed countries. Meanwhile, the issue of inter ethnic mainly due to the diversity of cultures that occurred lately demanding attention and tangible response from the education community so that the conflict does not spread and becomes widespread hostility.

Thus it can be expected that the problems faced by the schools (SMA) in Ternate at this time, can eventually be minimized, because the education institutions are making efforts towards improving the management and institutional management strategies that are more flexible. In this case the concept of coaching is more focused on respect for diversity and always uphold the values of democracy, justice and humanity.

Ternate has a vision of "Maritime Memorable" in which this vision has consequences for the government of Ternate in order to make efforts towards community empowerment towards civilized society (Civil Society) based on multicultural education. Implementing the efforts of democratic values, pluralism and humanism is done through educational institutions, both informal education, non-formal and formal. Institutions through school, school administrators have the most important position to undertake the appropriate training effort that is pluralistic institutional commitment and transparency.

These conditions are made as people will have different divergent views when viewing things. This happens because people see things from different perspective, insight and action of every individual against various kinds of social phenomena, cultural, economic, political and against other things. For example, people with various backgrounds such diverse educational, ethnic, religion, social and economic class actions and have different views as well on a wide variety of social phenomena such as gender equality, democracy, human rights and against the other things.

In connection with the above problems, there are efforts to develop the values of multicultural education in fostering inter-ethnic harmony; to implement behavior displayed reflects harmony learners in different ethnic tribes, religions and cultures and to dig up the inhibiting factors or constraints in developing values education multicultural school.

VALUE MEANING

Law No. 20 of 2003 on National Education System Article 4 states that education was held in democratic way, not discriminatory to uphold human rights, religious values, cultural values and national diversity.

Vermendo Savater in Zubaidi (2005) states that value is an enduring belief (an enduring belief) as the reference for how to behave or final extension of destination (mode of conduct or end-state of existence) which is the preference of a better concept (conception of the preferable) or concept about everything personal and better social concept (the socially or personally is preferable)

Frankel (1977) defines value as a concept-an idea about someone who thinks that it is important in life. This understanding suggests that the value is an idea or concept about everything a person believed to be important in this life. For example, freedom and responsibility is a concept or idea that is seen as crucial to democratic life by almost everyone.

Djahiri (1996) interprets the value to have two meanings, namely: (1) the value is the price a given person or group of people against something based on order value (value system) and a set of beliefs (belief system) that exists within the human or group concerned. Price refers this definition to have affective price, the price concerning human affective world, (2) the value is the content-message, the spirit or soul, meaningfulness (role function) is implied or brought something. In general, the values espoused and used as a reference in determining a person's standards, principles or the price of something rooted in: (1) ethics, (2) aesthetics, (3) logic, (4) religion, (5) the law, and (6) culture.

THE CONCEPT OF MULTICULTURAL EDUCATION

Andersen (1994), suggests that multicultural education can be defined as education about cultural diversity. Then, James Banks (1993) defines multicultural education as education for people of color. That is, wants to explore the differences of multicultural education as a necessity (the grace of god / sunatullah). Then, how can we afford the differences in a fully tolerant way and egalitarian spirit

In line with the above opinion, Muhaemin (in Chaerul, 2005) argues that multicultural education can simply be defined as the study of cultural diversity in response to demographic and cultural changes in a particular society or even the world as a whole (global).

The opinion is in line with the opinion of Paulo Freire, who states that education is not an "ivory tower" that seeks social and cultural reality away. Education should be able to create a social order among the educated and uneducated. It is not supposed to be a society that glorifies only social prestige as a result of the wealth and prosperity they experienced.

Multicultural Education is a response to the development of the diversity of the school population, as demands equal rights for each group. In another dimension of multicultural education is a curriculum development and educational activities for entering the various views, history, achievements and attention to the non-European (Tilaar, 2004). While multicultural education broadly covers all students regardless their groups such as gender, ethnic, race, culture, social class, and religion

James Banks (1994) explains that multicultural education has some of the dimensions which are interrelated to each other, namely: First, Content integration, which integrates a variety of cultures and groups to illustrate fundamental concepts, generalizations and theories in subjects / disciplines. Secondly, The Knowledge of construction process, i.e bringing the students to understand the cultural implications into a subject (discipline). Third, an equity pedagogy, i.e adjust teaching methods to student learning in order to facilitate the academic achievement of students who vary in terms of race, culture (culture) or social (social). Fourth, is Prejudice Reduction which is done by identifying racial characteristics of students and determining their teaching methods. Then, train the group to participate in sports activities, interact with the entire staff and students of different ethnicities and races in an effort to create an academic culture that is tolerant and inclusive.

PROMOTING ETHNIC HARMONY

Harmony is a term that includes the meaning of "good" and "peace". That is, living together is a value, characterized by the human life which is full of mutual tolerance towards differences over the group, religion, ethnicity and culture. When the purpose is to hold on and grounding the act, it will form a "harmony" ethnic. Because harmony is something ideal and dreamt by humans. In 1998, the North Maluku is experiencing very severe test related to the discussion of Inter-ethnic harmony namely horizontal conflict between religions and ethnicities. In order to create inter-ethnic harmony, religious people must realize that there is a need to develop harmonious living atmosphere that will only be realized if everyone had the attitude and behavior as a man of faith and piety. Aziz yumardi (2002) suggests that human behavior should emphasize the compassion or tolerance for the rights of others as a real evidence of the formation of inter-ethnic harmony

One important step to build mutual respect between ethnic can be initiated through school institutions. These initial steps must be implemented by teachers and schools in an effort to build the character of students who respect other ethnicities. Teachers must be responsive for any expressions that contain elements of discrimination against one ethnic and gave a stern warning to the perpetrators. In addition, when there are events that discretize the other students, the teacher should explain that the phrase is not worth saying, because it is a form of harassment against other ethnic

The teacher plays an important role in fostering anti-discrimination sensitivity towards other ethnic in school. Barnes (1999) suggests several steps that can be taken including: first, every teacher should have sufficient knowledge and insight about the anti-discrimination ethnicity. Understanding and insight such as this can be obtained by self study or get special training from the school.

Second, the teacher should have a strong sensitivity to the symptoms of ethnic discrimination. In case of inter-ethnic strife and the teacher must be able to halt the actions of the ethnic students by explaining that their actions should not be done. In addition, teachers should also be clear that discrimination in schools is an act that is prohibited by regulation or law school.

Third, a teacher is expected to provide instances directly through attitudes and behavior that is not biased or does not apply to students who have a discriminatory ethnic background or race. Teachers, should give fair

treatment to all students. With such measures, it is expected that students will be able to imitate and practice little by little to be fair and act against his friends. This is in line with the opinion Fasih (2001) who says that there are some steps to build inter-ethnic harmony attitude, one of which is the school as an educational institution should play an active role in building students' understanding and awareness of the importance of respect and non-discrimination against other ethnic studies by making center or forums initiate dialogue for harmonious inter-ethnic relations. Implementing the dialogue among ethnic, this study is expected to be able to awake students' understanding and views so that they are more open to other ethnicities

RESEARCH METHOD

This study used a qualitative approach with a qualitative method Naturalistic Study. Crewell (1998) says that qualitative research aims to understand the research process based on traditional research methodologies menyeledikii social or human problem. Researchers create complex holistic picture, analyzes words, reports the views of informen in detail and conduct research in natural setuasi.

In line with the above opinion, Bogdan and Biklen (1992) say that Qualitative research for education is mentioned to have "naturalistic" characteristics in accordance with the characteristics of the problem being studied. In this study, the teacher and students serve as research partners, ranging from observation, planning, to implementation in the field. In this naturalistic method, there is an inquiry of researchers need to involve themselves in the life of the subject because the problem requires disclosure comprehensively researched and compiled by fundamental systematic data collection and analysis of data pertaining to that phenomenon.

This research sources are the teachers and students. Teachers were said to have been able to provide sufficiently accurate information. The key informant in this study is the researchers themselves (McMillan, 2001). The collection of data and information in this study was obtained through observation, in-depth interviews, literature study and study documentation

RESULT AND DISCUSSION

a. Ongoing process of multicultural education in schools

The results showed that the process of multicultural education in State Senior High School of Ternate is not running as it should. Nevertheless learners in State Senior High School of Ternate own coexist consciousness and together with differences over ethnicity, religion, language and culture. Because of the school environment, teachers do not show the behavior of ethnic discrimination. This process is done so because in learning, in addition developed a unique identity concerning characteristics and curiosity of students to different cultures, also stressed the importance appreciate the culture of others, and accept the cultural community as a positive value to be developed so that tolerance and openness can be built with fellow students pesetas different socio-cultural backgrounds. This is in line with the opinion by Ainul (2005) who says that school is an institution which has a role to inculcate values that society recognized to the students. These values serves as as a humanist, pluralist and democratic

As revealed in the results of the study, most of the students have a tendency to learn a concept or material related to the human sciences, such as history, anthropology, politics, sociology and other social sciences. Learners can get Understanding and insight obtained by studying alone or tasks given by the teacher at school. This is in line with the opinion Choirul (2010) who says that in the current era of globalization, intercultural meeting tend to 'threat' serious learners. To adapt the global reality, learners should be given awareness of the diverse knowledge, so that they have a wide competency of global knowledge, including cultural aspects. Given the diverse cultural realities in the North Moluccas, of course, learners need to be given a lot of material about understanding the culture, or education of muticulturalism, so that learners are not uprooted from their cultural roots. And in turn they are able to understand and accept the differences, both cultural, religious and ethnic

There are some initial steps that must be implemented by teachers and schools in an effort to build the character of students who respect other ethnicities. Teachers must be responsive for any expressions that contain elements of discrimination against one ethnic and gave a stern warning to the perpetrators. In addition, when there are events that discretize the other students, the teacher should explain that the phrase is not worth saying, because it is a form of harassment against other ethnicities. The teacher plays an important role in fostering anti-discrimination sensitivity towards other etinis in school.

b. The behavior shown by learners reflect inter-ethnic harmony.

Based on the observations and field observations, it indicates that learners in State Senior High School of Ternate show behavior of appreciation for differences and diversity, both differences in religion, ethnicity, language and culture. This is in line with the views expressed by teachers at SMAN 1 of Ternate that the interaction among fellow students and other school community can be built upon the collective consciousness-based diversity and pluralist. This consciousness is formed through extracurricular activities at school, such as scouts, PMR (students red Cross Organization) , arts and sports.

Based on observations and interviews, researchers found in a further understanding of the inter-ethnic harmony, both religion and science subjects through rate-based multicultural social science is not good enough, because the teachers have not been linking learning design issues related to local wisdom. The local knowledge meant here is the cultural values and traditions that protect people's behavior than previously lost to date. This is in line with the opinion of Azra (2002) who says that the effort of maintaining the inter-ethnic harmony occurs when cultural values and traditions are recognized collectively by supporting culture. This means cultural values guiding determinant of people's behavior.

Choirul (2010) suggests that education helps students to develop aesthetic awareness and socialize with good norms , values and social beliefs . Educated people are expected to be able to appreciate or respect the differences and plurality of cultures so that they have a more open attitude towards the diversity of ethnicity , religion , culture , language and ethnicity . Thus more and more students involved in the learning process will base their view on the multicultural collective awareness of the open inter-ethnic attitudes . Through observation and interviews, the researcher found that learners awareness on multiculturalism has been reflected through their behavior which support of inter-ethnic harmony through the subject matter of the social sciences , especially history and education and Kewarganeagaraan (Civics) in State Senior High School of Ternate . This is done so because , in principle, the teachers in the school , especially for social studies teachers in designing learning materials always associate with issues of human rights , democracy , justice , gender equality and ethnic harmony .

c . Constraints in implementing the values of multicultural education

Based on observations and interviews and with informen about multicultural education and ethnic harmony in State Senior High School of Ternate still menenemui number of constraints . Based on the findings indicate that there is still a conflict of moral messages conveyed by the teacher raises serig multiple interpretations . What is meant here is a reaction to the understanding of the concept of harmony which affects the attitude of students in developing inter-ethnic harmony . This is in accordance with the opinion of Burnet (1996) that the barriers and constraints of inter-ethnic harmony interweave attitude is difficult for everyone openly accept and appreciate the differences , although the relationships among them are on shared ancestry , religion , ethnicity, race , language and culture . This view is reinforced by Witson (2000) who says that the attitude of inter-ethnic harmony is created if there is a common interest , both political and economic interests . The second is the opinion from the researchers who conclude that the attitude of inter-ethnic harmony is formed when there is the creation of social conditions which internalized the values of local wisdom that comes from the same cultural roots in the community .

Then the findings from interviews and field observations indicate that the bottleneck constraints in implementing values of multicultural education related to inter-ethnic harmony attitude suggests that local issues sent through print and electronic media aims at creating equity and justice, and they are not shared expectations and behavior of the authorities which have not reflected the togetherness and respect for differences, even more indicative of the attitude of pre suspected ethnic stereotypes. All this affects the low sense of belonging as a nation of Indonesia, which in turn reduces the growth of national solidarity and inhibit the growth of inter-ethnic harmony among students of State Senior High School of Ternate.

In relation to this, that the implementation of multicultural values and attitudes between ethnic harmony in State Senior High School of Ternate has a strategic position, the public in general should give a good example of an attitude, which does not conflict with the values and norms tetika applicable , and thus it will create harmony between what students get at school to what students get in society. This is in accordance opinion of Rosida Dede (2004)who state that a t multicultural education is very significant in fostering learners so theyare not deprived of cultural roots he has in society

Based on the previous explanation, it can be said that the positive relationship of multicultural education according to the results of research conducted by Bohari (2011) demonstrates multicultural education that can be used as an alternative means of social conflicts completion; strengthen citizen ownership of the

cultures that are not uprooted cultural roots and multicultural education needed to build diversity awareness of ethnic communities.

CONCLUSION

From the results of research carried out at the high school Ternate and discussion of the results of the analysis , it can be concluded that the process of multicultural education in State Senior High School of Ternate is not running as it should . Nevertheless learners in State Senior High School of Ternate own consciousness coexist and together with differences over ethnicity, religion , language and culture . Because the school environment , teachers do not show the behavior of ethnic discrimination .

Students at SMAN 1 show good example of behavior as an appreciation of difference and diversity , in terms of differences in religion, ethnicity , language and culture . It can be seen from the interaction among fellow students and other school community can be built upon the collective consciousness -based diversity and pluralist . This consciousness is formed through extracurricular activities at school , such as scouts , PMR , arts and sports . In addition it also reflected behavior of learners in support of inter-ethnic harmony through the subject matter of the social sciences , especially history and education and Kewarganegaraan (Civics) .

Barriers and obstacles in implementing values of multicultural education -related inter-ethnic harmony is the attitude of local issues through print and electronic media relating to equity and justice , not to be shared expectations and behavior of government officials not reflect togetherness and respect for diversity , even more indicative of the attitude of prejudice ethnic stereotypes . These conditions affect the attitudes of solidarity and inhibit the growth of inter-ethnic harmony among students of State Senior High School of Ternate .

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