

MULTICULTURAL EDUCATION IN HISTORY LEARNING IN THE ERA OF GLOBALIZATION

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Abstract. Multicultural education is an educational concept that recognizes diversity in equality. Education is one of the active media to develop awareness of equality in the era of globalization. In the era of globalization, if not accompanied by an understanding of multicultural education, it will have an impact on the fading of national identity, intolerance, and discrimination in the nation's successors. History education is an educational concept that aims to foster attitudes of nationalism, democracy and awareness of multiculturalism. The objectives of this research are 1) the concept of multiculturalism education in learning; 2) history learning can foster multiculturalism attitudes in the era of globalization. Through learning history can present local history material that can provide awareness of community diversity in students. through the study of local history can present local cases related to multiculturalism with this students can learn from the past in responding to diversity issues in the era of globalization.

Keywords: Multiculturalism Education, History Learning, Globalization

INTRODUCTION

One of the most popular multicultural countries in the world is Indonesia. This fact can be seen from the sociocultural and geographical conditions that vary widely. This is also supported by the results of a survey conducted by the Central Statistics Agency in 2010, Indonesia has 1,340 ethnic groups and 1,211 languages, of which 1,158 are regional languages and 53 local languages. Data from the Ministry of Education and Culture also revealed that Indonesia has 1239 intangible cultural heritages between 2013 and 2020 (Akbar, 2023). With multicultural diversity there are two potentials.

Rustanto (2016: 41) there are several characteristics of a multicultural society as follows: 1). Segmentation occurs in societies consisting of various races, beliefs, economic systems, political ideologies, languages, and education systems, but also has a separator The separator is a primordial concept. 2). Having a non-complementary institutional structure, in a plural society it is difficult to organize the society. 3). Low consensus, plural societies find it difficult to make decisions. 4. A highly diverse society has a very high relative chance of conflict. 5. Coercion can help the progress of integration. 6. Other groups are politically dominant, giving priority to ethnic or ethnic issues. what can happen is unity and division so that the balance to realize the conception of Bhinneka Tunggal Ika must be held firmly above differences.

With this, multicultural societies should be a concern for the government, as there have been many inter-ethnic conflicts in a number of provinces in Indonesia. One of them involves the Dayak and Madurese tribes that occurred in Sampit, Central Kalimantan, around 2000. The Dayak tribe, which is an indigenous group, did not agree with the presence of Madurese migrants. This fight has claimed many lives (Sipuan, 2022). In Indonesia, conflicts between groups and individuals often occur in social life. Indonesia consists of many different tribes, beliefs and races; if these divisions are not effectively conveyed and socialized, it will lead to difficulties and extremism. accompanied by the 4.0 revolution, which encourages various forms of digitalization and technological advances. Technological advancements also have a negative impact on society.

With this, there must be a policy taken to prevent division and conflict. UNESCO recommended educational innovation in October 1994. Multiculturalism is a worldwide commitment. Four

messages are included in this list of suggestions. The capacity to understand and embrace the values of gender, society and culture, and to communicate, share and collaborate with others, must first be acquired through education. Second, the purpose of education is to forge an individual's sense of self, to promote the concept of convergence, and to develop bonds of peace, brotherhood, and public solidarity among people. Thirdly, education is beneficial to enhance one's capacity to resolve disputes peacefully and without resorting to violence (Lionar, 2019).

In the Indonesian education curriculum, the post-reform era marked a significant increase in the focus on multicultural education. As the 21st century progresses, globalization is growing rapidly, driven by advances in technology, information and communication. While globalization can alienate learners from their cultural roots, the implementation of multicultural education serves as a countermeasure. According to Article 4 number 1 of Law No. 20 of 2003, which addresses the National Education System, it states that: "Education is organized in a democratic and fair and non-discriminatory manner by upholding human rights, religious values, cultural values and national diversity." In addition, Chapter X Curriculum article 36 states that "the curriculum is prepared by considering the diversity of regional and environmental potential" (Indonesia, P.R (2003)).

Multicultural education presents an alternative by utilizing educational strategies and concepts rooted in the diversity of society. The goal is to foster the full potential of each individual while respecting the plurality and heterogeneity that comes from culture, ethnicity, and religion. Multicultural education embodies a moral dedication to social justice within an educational framework based on equality, mutual respect, acceptance, and understanding (Suradi, 2018). In this context, the multicultural education paradigm encourages us to foster appreciation and respect for the cultural and religious diversity of others. Consequently, the implementation of multiculturalism requires the awareness of each local culture to collectively recognize and respect cultural diversity, all of which are infused with a spirit of harmony and peace.

Using history as a teaching tool to build awareness of multicultural education is directly related to national education. According to Kuntowijoyo, learning history can be seen as a process of instilling noble ideals from historical events to students through teaching and learning activities. These past events include things that are thought, said, done, felt, and experienced by every human being (Ridwanulloh, 2022).

A multicultural approach builds on the ability to negotiate pre-existing formulations of reality and knowledge of value and respect for others. Regarding the important role of multicultural education in life and how it relates to history if the support of a diverse society is enhanced by efforts to be supportive, tolerant, and regularly provide opportunities for action and behavior, then the teaching of multiethnic Indonesian national history can be effective (Kartika, 2022). Based on the cultural diversity that exists, history education should enhance and promote national identity. History should be able to foster an appreciation of cultural differences and the relationship between these differences in order to increase the sense of national identity (Hasan, 2006).

Multiculturalism education is an effort to preserve the local culture of the archipelago. With the rapid flow of globalization, it will threaten the existence of the local culture of the archipelago. This rapid progress can erode local culture and cultural diversity. Therefore, it is important to apply multiculturalism education in learning history in this era of globalization in order to form character in students. The purpose of writing this paper is to analyze how multicultural education in the perspective of history learning.

RESEARCH METHOD

This research uses the literature study method. Literature study is a research method in which data or information is collected through several references related to the research raised such as articles, books, proceedings, and journals (Sari & Asmendri, 2020). Literature searches both international and national are carried out with data sources obtained from databases such as google scholar, sciencedirect, and Directory of Open Access Journals (DOAJ). In the process of searching for literature in accordance with the discussion, researchers used the keywords "multiculturalism

education in history learning”, “history learning in the era of globalization”, and “multiculturalism education in the era of globalization”.

RESULT AND ANALYSIS

1.1 Multiculturalism Education

Speaking of multicultural education, the fundamental concept was first explored in the 1960s by civil rights movements in the United States and Western European countries. The fundamental aim of this movement was to reduce discriminatory actions by majority groups against minority groups in the workplace, at home, in public places, and in educational institutions. Main ideas about the concept of multicultural education in Indonesia. After the authoritarian-militaristic New Order government collapsed. Our country benefited from the reform era, but it also opened up opportunities to strengthen the tendency of primitivism. It is believed that to combat the spirit of primordialism, we must implement a multicultural education paradigm (Erni, et al. 2011: 83-84). Suparlan (Suryana, 2015: 194) asserts that efforts to realize a multicultural Indonesia can only succeed if:

1. The idea of multiculturalism is widely accepted, its significance is recognized by the Indonesian people, and the Indonesian people are willing to adopt it at the national or local level and make it their way of life.
2. Development of a supporting concept and shared understanding of diversity among professionals.
3. Actions that can be taken to achieve these goals.

Hamid Hasan in Suradi (2018: 199) argues that multicultural curriculum development must be based on four principles, namely:

1. The foundation for identifying “philosophy” is cultural diversity.
2. The development of various elements of the curriculum, including goals, content, procedures, and assessments, is based on cultural diversity.
3. Culture is an important learning resource and learning object used as part of students' learning activities within the education unit.
4. The curriculum serves as a vehicle for fostering local and national culture.

The emergence of a problem in the world regarding diversity requires a policy, namely through schools by providing multicultural education. Schools act as a place to encourage justice, equality and balance in order to prevent divisions in society. Banks (in Idrawan, 2020: 48) argues that multicultural education is a concept, movement, educational reform, and educational process whose main goal is to change the composition of educational institutions so that male and female students, students with special needs, and students with different racial, ethnic, and cultural backgrounds will all have the same opportunity to succeed academically at school.

Multiculturalism education has the following characteristics: 1). The goal is to form cultural human beings and create a cultural society, 2). The subject matter is related to the values of the nation, humanity, and ethnic groups, 3). The method is democratic, appreciating aspects of diversity and differences in national culture and ethnic groups, 4). The evaluation is determined on the assessment of students' attitudes which include appreciation, perception, and an action towards other cultures (Mahfud, 2011: 187). It must be rethought that schools are social systems whose variables are interconnected if multicultural education is to be implemented properly. To achieve multicultural education, a plan must be developed that can change the entire school environment, taking into account that schools are social systems.

According to Hidayat (2023) there are two problematic challenges in multiculturalism education today, namely: 1). the sociological aspect is the diversity of ethnicity, culture, race, and religion that cannot be denied in each region, mutual respect, and respect for these differences should be upheld and 2). Theological Aspects, Multicultural Teaching two conceptions of divinity is a difficulty and problem in education today. The first goal of this education is to provide areas of theological convergence for different religions based on the idea that “one God has many religions”.

Banks (2012) describes multicultural education as a process that contains five dimensions. The five dimensions of multicultural education proposed by Banks are expected to help educators implement several programs that are able to respond to differences in learners, as follows:

1. Content integration, the incorporation of content through examples drawn from different groups and cultures is used to clarify concepts and ideas across the curriculum or within specific subjects.
2. An equity pedagogy, equity pedagogy aims to develop learners into engaged and thoughtful citizens who contribute to a democratic society.
3. An empowering school culture and social structure, a school culture and social framework that empowers and values all cultures is essential.
4. Prejudice reduction, which involves reducing prejudice by recognizing students' racial attributes and adjusting teaching methods accordingly.
5. The knowledge construction process, which involves helping students understand the implications of culture in a particular subject area (discipline).

Multicultural education has an important place in a country, especially in multicultural Indonesia which has a diversity of races, religions, tribes, ethnicities and cultures. Choirul Mahfud (2011) In order to promote democracy, human rights, and peace, multiculturalism education must be pursued as an idea and discourse. A multicultural society can also be a threat to a country if it is not controlled it can cause conflict and division because of the crisis of tolerance, respect for differences. Therefore, the government made a policy to handle this through schools with multiculturalism education. Many scientific experts have contributed to the implementation of multiculturalism education.

1.2 Multiculturalism Education in the Era of Globalization

It is necessary to recognize this diversity as a reality. It must be difficult for individuals with a narrow worldview to accept this truth when suddenly a group of strangers (foreigners) enter and live in their ancestral territory. The difficulty that education experiences in the era of globalization often revolves around how it can portray itself. Is it able to educate and produce students who are highly competitive (high quality), or is it even "barren" in the face of the invasion of various advances in a multicultural global era that is highly competitive in several fields, including the financial and real industries (Danurahman, 2021).

Globalization is also a challenge for Generation Z (those born in 1995-2010). If globalization is not accompanied by an understanding of multicultural education, it will have an impact on the younger generation who are fading the national identity of the Indonesian nation and the noble values of the Indonesian nation. The rise of radicalism both directly and through social media, brawls between schools, crimes committed by students, the decline of the nation's cultural values in the younger generation, as well as intolerance and discrimination that continues to take place among each other in the education system.

The consequences of this rapid globalization have many aspects and affect the progress of science and technology. In the era of globalization, learning using multicultural methods and models with a global perspective is needed to meet the expectations of students, society, and the world of work. According to Rochiati, one of the challenges in education from a global perspective is to understand multicultural education that is not racist to prepare and encourage learning about intercultural processes, community development, and if necessary classroom action (Suradi, 2018).

In the midst of the onslaught of foreign ideas in the current era of globalization, the idea of multiculturalism-based education is a bulwark in maintaining the integration of heterogeneous Indonesian society. Given that one of the key components in building norms and values in society is education. Therefore, education becomes very important for generation Z who will eventually uphold and protect. The idea of cross-cultural education must be instilled in the nation's next generation. Therefore, to counter extremist and intolerable ideologies, multiculturalism needs to be incorporated into the educational process in the digital era (Danurahrhman, 2021).

1.3 Implementation of Multiculturalism Education in History Learning

According to Canadian communication expert McLuhan, he argues that the world is a big village. In this era of globalization we cannot let go of global life. A globalization can have a positive impact, but also cause a division. Samuel P. Huntington thinks that there will be a clash between civilizations. This clash occurs due to several factors, namely politics, culture, social, economy, race and religion (Mania, 2010).

Seeing this phenomenon, education has an important role in facing globalization. The wave of globalization demands recognition in the body of the Indonesian nation which consists of many tribes and religions. So it is important to implement alternative education to answer this problem. A form of education that requires maintaining culture, tolerance of differences. Multiculturalism education can answer a problem of plurality and can apply in classroom learning. The conceptualization and implementation of multicultural education must be reflected in all school life. Banks in Wulandari (2020, 28). Expressing "To effectively conceptualize and implement multicultural education curricula, programs, and practices, it is necessary not only to define the concept in general but to describe it programmatically. To facilitate this process, I have developed a typology called dimensions of multicultural education.

Civic Education, which is taught at all levels of education from primary to secondary school, aims to raise awareness of multiculturalism as the ultimate goal of multicultural education in Indonesian educational practice. Realizing the importance of intercultural education and its implementation is more than one topic (Tanjung, 2022). According to Banks (2004), there are four ways to incorporate multicultural learning models into the curriculum and teaching in schools:

1. Contributory Approach: The aim of this strategy is to broaden learners' understanding, particularly in the study of national diversity, by incorporating or embedding information about national figures from each ethnic group and cultural artifacts into the learning process.
2. Additive approach. Instead of updating the established structure, objectives and key features, efforts are made in this phase to enhance the modules, design and curricular themes.
3. Transformative approach, first. This strategy involves revising the basic presumptions of the curriculum and enhancing students' basic understanding of the design, subjects, and issues from many racialized viewpoints.
4. Social Action Approach. There are all the components of the transformational method present. It's just that it now includes the possibility for learners to take action related to the ideas, challenges or situations they are studying for some of its components. The main goal of this kind of teaching is to prepare students to engage in social critique and to internalize history learning.

History learning has an important role in internalizing the nation's noble values to learners. In his book *Prejudice and Conflict*, Liliweri asserts that historical causes are at the root of the conflicts that drive separation. It is important to incorporate multicultural education through history learning, which looks at several local and national events that highlight the value of tolerance in a country's culture. According to Perdana (2019:84), learners from various socio-cultural backgrounds will gain the value of unity and develop a paradigm of diversity in the classroom by engaging in intercultural integration through history teaching.

Implementing multicultural education in history learning needs to go through stages such as creating a learning model that incorporates multicultural values into the subject matter. Lesson planning, display of teaching materials, development of learning methodologies, and use of evaluations that can motivate students to internalize multicultural values can all be used to build multicultural values-based learning (Lestarianingsi, 2018). Supardi (2014) states that multicultural awareness can be formed from the study of local history in teaching through five models, namely: 1) learning from the past; 2) case studies on differences; 3) strategic development; 4) curriculum development; 5) inserting local history teaching in relation to national history.

Learning history by raising the study of local history can be an alternative to raise awareness of diversity and tolerance in students, not only that through the study of local history can form students to make decisions for their life problems in globalization. Through the study of local history, for example, about local cases that raise the importance of tolerance towards diversity. For example, the Poso riots and the Sampit riots. Educators and students can examine this problem and take lessons from this riot and can learn from the past.

Through the integration of multicultural education in history learning, learners can gain insight into diverse and varied past civilizations and their various cultural heritages by learning about history such as historical relics and learning to appreciate them. After that, it is intended that learners are able to accept the diversity of ethnicity, skin color, religion, and other aspects of a diverse society. Learners will also understand and appreciate that the Unitary State of the Republic of Indonesia is a struggle of heroes who come from different groups of religion, race, ethnicity, culture, and so on (Kartika, 2022).

From some of the research found regarding the implementation of multicultural education in history learning, it is very relevant in overcoming a problem in the era of globalization by forming students with character. In learning the history of the success of students is not merely numbers but can apply in their lives. With this, it is expected that through multicultural education in history learning, students apply a sense of equality, tolerance, racial, ethnic and religious diversity in social life. By looking at the motto of the Indonesian nation “Bhinneka Tunggal Ika”.

CONCLUSION

Education is an institution that has an important role in creating humans who can compete in the era of globalization. Rapidly growing globalization such as advances in technology and communication has positive and negative impacts. This negative impact is a concern for all parties. This impact can be seen from the loss of character of the nation's children such as preferring to interact with technology, being more proud of outside culture and changing mindsets towards ancestral values. It is a challenge for the Indonesian nation which has a diversity of cultures, races, tribes and religions in the era of globalization. With this, the Indonesian government issued a school policy by implementing multiculturalism education.

The implementation of multiculturalism education in history learning is very relevant and becomes a solution in the application of multicultural values by looking at diverse socio-cultures, students will realize the importance of unity and build a paradigm of diversity. It is very important to include multicultural education through history learning, which looks at several local and national events that highlight the value of tolerance in a country's culture.

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