

DEVELOPMENT OF MULTICULTURAL INSIGHTS: THROUGH VALUE BASED LEARNING AND DEVELOPMENT OF STUDENT SOCIAL COMPETENCES

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ABSTRACT

Indonesia is a multi-dimensional nation. Cultural diversity, ethnicity, religion, language and race become the embodiment of the integration of this nation, so that aspects of plurality become a characteristic of the Indonesian nation. In the school there must always be interactions between students who have different background. Not a few problems that arise because students do not have good social competence in the process of interaction with other students. Therefore, teachers should be able to develop based learning multicultural values to be able to make the students respect the diversity and multicultural awareness. Values-based learning of multicultural can serve as an alternative to building the mindset of students to respect diversity in a frame of equality, thus being able to develop social skills possessed by students. It is also relevant to the condition of the multi-cultural and historical Indonesian nation which was built on the basis of the collective struggle of various ethnicities and ethnic groups in the country. Therefore, this article is intended to try to decipher how the development of multicultural values-based learning to be able to be an alternative solution to develop social skills of students in the classroom.

Keywords: Learning, Multicultural, Social Skills.

Introduction

Indonesia is a multi-ethnic nation. Nation with diverse cultural backgrounds. The dimension of the diversity which is an embodiment of the unity of this nation to become an independent nation. It can be seen from the motto of Indonesia "Unity in Diversity" which has meanings though different but essentially remains a nation of Indonesia as well.

Discussion about the multicultural to download supporting the advancement and integration of the nation increasingly gaining the attention of various circles, especially among academics who have an important role da lam provide understanding and education of multicultural values in order to materialize the paradigm of society the *multicultural thinking* that gave birth right awareness of multiculturalism in society Indonesia.

Even the development of multicultural insights is one focus in fostering internal harmony, between religious communities, and between religious communities and the government. As a translation of the policy steps taken by the Department of Religion, it is the principle of *agree in disagreement*, which is developed through a harmony trilogy approach, namely internal harmony,



between religious communities, and between religious communities and the government (Hendro Juwono 2017: 98).

Education multicultural values through learning can be regarded as an attempt to do to build the mindset of the students to respect diversity in a frame of equally, thus it is able to develop skills in socially owned by students. Learning based on multicultural values also has a strategic function for shaping student character, especially in carrying out social interactions with other students. Education put the matter will lead to the emergence of togetherness, tolerance, and mutual respect between others.

Value education as a process of activities is carried out systematically to give birth to humans who have cognitive commitment, affective commitment, and personal commitment based on religious values (Qiqi Yuliaty and A. Rusdiana, 2014: 61-62). Then the education of multicultural values is categorized as teaching or guiding students to realize the value of truth, goodness, and beauty through a process of judging the right values and habit of consistent action. This means students know the good values as values of truth, goodness, and beauty through the process of habituation carried out in everyday life that ultimately students apply the values that they know consistently.

To develop the social skills of students who are able to appreciate the differences in the midst of pluralism nation one can through education. Education plays an important role in developing the physical, intellectual, religious, moral, social, emotional, knowledge, and experience of learners (Suharjo, 2006: 1). One of the goals oo common high school is to develop values and social skills. Social values are very important for students because it serves as a reference to behave towards each other, so that it can be accepted in society.

Social skills are skills that should be owned by the learners as they are also human beings who are zoon politicon or social creatures who will always do interaction and communication in school between fellow students and live in the midst of the community.

Therefore, students' social skills are very important to be developed because students are still in the process of finding self so that the guidance is necessary to the teachings or values that have right grounding. One of the educational concepts associated with the development of social skills of students is understanding students about multicultural society. This can be

done by implementing it in schools in a multicultural value-based learning process, which can also be applied in social life in Indonesia. In this paper, the author will explain starting from value-based learning, social skills. This paper also tries to explain multicultural learning to develop skills.

To, find out more about "Development of Multicultural Insights: through Value-Based Learning and Development of Students' Social Skills" this paper uses the method of *library research*, that the authors search for material for this writing from books and journal literature, which relates to this paper and from various sources such as the internet, magazines and verses in the Holy Qur'an related to this writing.

Multicultural Value Based Learning

Etymologically, multicultural consists of two words, multi, which means many, and cultural, which means culture. Literally the concept of multi-cultural can we interpret as many cultures. Meanwhile, multicultural values can be seen in the form of tolerance, mutual respect, recognizing diversity, promote equality/equality and so on.

The concept of a multicultural or diversity of cultures that turns out is not an easy matter, mainly in Indonesia which has a diversity of cultures. There are many important things to consider in a multi-cultural society. Heri Susanto shortly explains the concept of a multicultural is learning places for people from various different cultures. Through the process of communication, behavior spawn so unlucky, agree on norms and values, as well as build institutional structure. (Susanto, 2014: 18).

According to Will Kymlika in Rehayati (2012: 4), multiculturalism is the acknowledgement of the plurality of cultures that grows right caring the groups that exist to be integrated into a community, and the community to accommodate cultural differences groups of minorities to the peculiarities of their identity recognized .

Furthermore, Suparlan (2002: 2) suggests that the concept of multiculturalism cannot be regarded same with the concept of diversity in tribal nation or ethnic culture which characterizes a pluralistic society because multiculturalism is more emphasis on cultural diversity in equality. Based on the concept it can be interpreted that the multicultural society has a considerably significant difference. Multicultural society in the middle of diversity cultures and ethnicities, still promotes equality that will create agreement and avoid conflict.

This is in accordance with the conditions of our nation, Indonesia. A nation of more than 600 ethnic groups has diversity and differences in culture, ethnicity, ethnicity, religion, race and so on. A country is believed to be a region prone to conflict and disintegration if the Indonesian people promote each other the mutual tolerance and tolerate each other's cultures. Therefore, it is necessary to develop social skills which are carried out through multicultural-based learning so as to create young people who have a multicultural thinking paradigm so as to give birth to multiculturalism awareness and be able to promote mutual respect for diversity in a frame of equality.

In concept, multicultural education can we interpret as education on cultural diversity, or education to shape attitudes so that clicking appreciate the diversity of cultures exists within society. Sunarto (2004: 47) explains that multicultural education is usually interpreted to cultural diversity in the community, and the pitch is sometimes also interpreted as the education of offer various models for cultural diversity in the community, and sometimes also interpreted as support to foster the attitude of students to respect the cultural diversity of the community.

While the multicultural based learning is based on the philosophical notion of freedom, justice, equality and protection of the rights of human rights. The essence of multicultural education prepares all students to work actively towards similarity in the structure and organization of the school institution. Multicultural education is not leading to institutionalization of education and teaching inclusive and teaching by propaganda pluralism through a curriculum that contribute to the competition culture of the individual.

Multicultural-based learning empowers students to develop respect for people of different cultures, give the opportunity to work together with people or groups of people of different ethnic or racial in direct way. Multicultural education also helps students to recognize the accuracy of the look of diverse culture. Helping students to develop pride in their cultural heritage, students realize that a conflict of values is a frequent cause of conflict between communities.

In a simple way, Suparno, as quoted by Qiqi Yuliati Zakiyah and Rusdiana (2014: 62), sees that the purpose of value education in this context is multicultural education, to make people virtuous. If you look at the goals conveyed by Suparno, the purpose of value education is to make students virtuous character. Because there are not a few questions, about what it means to have extra ordinary intelligence without being balanced with noble character, what it means for a skill without being balanced with noble character.

Based learning values of multiculturalism are education that teaches learners to have always been able to develop an attitude of tolerance and respect for diversity. Based learning model multicultural values is an example of education that has high relevance for the condition of Indonesian people who are multi-cultural. Through this it will try to develop students' social skills, tolerance and mutual respect for differences.

Parekh in Suryana and Rusdiana (2015: 226), emphasizes that multiculturalism includes three things, namely: (1) with regard to culture; (2) referring to existing diversity (3) with regard to specific actions on the response to diversity.

Three of the above can be a reference for teachers in the efforts to design and implement defenders distance-based multicultural values. Syafiq A. Mughni in Suryana and Rusdiana (2015: 282), explains that the core of learning education of multicultural, as follows: (1) The existence of active and participatory dialogue. It means during the learning process it should be familiarized intensive dialogue and participatory so pupils develop knowledge and skills freely and independently. (2) There is a tolerance among students, between students and teachers, and among teachers. (3) Toleration aims to empowered mutual respect and appreciate differences, disagreements or ideology conducted by teachers or students.

In the process of value education, inter curricular, curricular and extracurricular activities are intended to achieve more specific goals. This is as expressed by the committee APEID (Asia and the Pacific Program of Education Innovation for Development) in Achmad Rifai (2018: 5), that values education is specifically intended for: (1) applying formation of value to learners, (2) creating attitudes that reflect the desired values, (3) leading behaviors consistently with these values.

From the above opinion it can be concluded that the purpose of value education includes actions that take place continuously which starts from the effort to raise the value of students to the realization of valuable behavior, and students are consistent in applying values in daily life.

In terms of creating a multicultural based learning program to develop students' social skill. Piki Setri Pernanta (2016: 308-9), suggests to be carried out in various ways, namely: *Firstly* learning planning; Teachers should plan learning that promote multicultural values and contribute for the development of social skills of students. It can be done through the development of lesson plans, presentation materials, setting up methods and approaching to learning that will be

taught, and developing assessment that could encourage students to interact and promote attitudes and multicultural awareness. In every subject, especially social science and social studies, it is very easy to develop this multicultural-based learning. Even some material about multicultural concepts is taught, what remains is how it is supported by learning methods that develop students' social skills.

Second Implementation of Learning; once there has been the concept of the learning plan based multicultural, teachers should also consider the implementation process. The teachers must be able to execute well the learning design that has been prepared. The implementation of learning is related to the learning model prepared by the teacher. Including the method and approach. Many methods and approaches can be used. For example, teachers can carry out learning through a democratic approach by using methods of discussion, debate, dialogue, role playing, simulations, handling case and so on. With these learning methods, students are assumed to be going to have insight and understanding of multicultural (cultural diversity) in the process to life, and his social interaction.

Third Monitoring and evaluation of Learning, Monev activities and supervision are basic processes that are essentially still needed no matter how complicated and the extent of an organization. Supervision must be related to the objectives, and criteria used in the education system, namely relevance, effectiveness, efficiency and productivity. Supervision should be adjusted to the nature and needs of the organization. Supervision should refer to corrective actions, meaning not only to reveal deviations from the standard, but also to provide alternative corrections and determine corrective actions. Thus it is hoped that the learning process will not only prioritize cognitive aspects but also be the affective and psychomotor skills of the students. In an evaluation there is a process of evaluating something based on predetermined criteria or objectives followed by decision making on the object being evaluated (Djaali & Muljono, 2008: 1).

Referring to this context, the evaluation of the actualization of multicultural values in schools also involves the process as intended. The assessment of students on the actualization of multicultural values does involve self-assessment through self-reflection activities, from other students through reprimands or praise delivered in pocket books or directly orally, and tutors have performed assessment on report cards and the application of reward-punishment, or praise in the opportunity to sit together or hold ceremonies. The rest of the evaluation process also includes appreciation for students who are considered to excel in personalities which also includes elements of the



actualization of student values that are carried out on other students. (Maesa Nila Sari, 2018 : 127) .

Thus it can be said that the evaluation of the actualization of multicultural values consists of self-reflection, the application of a reward and punishment system, written assessment in a report card, and the use of a pocket book containing peer-to-peer assessments. Through existing assessments, students can see their position, to what extent in actualizing multicultural values. If there are still other students who reprimand themselves, then the warning will be seen as a form of warning so that students are able to return to the desired behavior, in this case actualizing multicultural values. That is due to the actualization of multicultural values required by students during the school environment and when living in the community later. Conversely, if students get good ratings and praise from other parties for their attitudes or behavior that reflects multicultural values, then it becomes a motivation for them to maintain these achievements, or even improve them.

One thing that is no less important is the existence of a futures evaluation process. To anticipate conflicts that are triggered by diversity of students, the school needs to conduct an assessment of learners' personalities by means of psychological tests arranged within a certain period of time (Maesa Nila Sari, 2018: 127).

With this, the conflict can be anticipated earlier. This needs to be done to anticipate the things that is not unexpected that is not desirable.

CONCLUSION

Based on the description above it can be argued that multicultural based learning needs to be developed in school, one to inflate the right social skills of students. Based learning value of multicultural is intended that students have to incompetence and mutual respect and respect cultural diversity in the institution unitary state of Indonesia. The learning is based on multicultural values that can also serve as an alternative to build students' mindsets so that they respect diversity in a frame to equal, so as to be able to develop social skills possessed by students.

Developing social skills through value-based multicultural learning, there are things to do through the planning and implementation of learning. Teachers should plan learning that emphasize the values multicultural and contribute to the development of students ' social skill by applying the methods and approaches for appropriate and proper learning.

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