The Conception of Intercultural Learning Media and Education

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Abstract

Conflicts and violence occur in various regions of Indonesia. It due to a lack of mutual understanding and respect between one group to others. Intercultural education was needed to build communication and understanding diversity. This article aims to explain the perceptions of students and educators regarding intercultural education. The research design used a qualitative method. Informants were 40 respondents. In this study, the survey instruments used interviews and questionnaires which contained 3 main components. Data analysis used coding and categorization. Data analysis used interactive analysis which includes data collection, data reduction, and verification to find general patterns. Data validation used the method triangulation by checking through interviews with the respondents. The result showed the most students considered that the direction of intercultural learning was to develop knowledge and sensitivity to social reality. Intercultural learning digitally become an opportunity and a challenge. We could utilize learning technology, innovative and creative methods, efficiency of learning time, provide new perspectives on intercultural learning digitally. Digital media visualized themes and made learning more concrete. Students' sense of meaning difference increased as a necessity. Differences in background, culture, thought, behavior, environment, level, and religion did not become a problem for students in interacting and communicating.

Keywords: Intercultural Education; Perception; Learning Media

Introduction

Conflicts and violence occur in various regions of Indonesia due to a lack of mutual understanding and respect between groups. Yet in reality, what must be considered in life is how one group can live side by side and work in harmony with other groups and uphold diversity in the Indonesian context, namely Unity in Diversity. This is not seen in the spirit of education and the life of the nation in Indonesia. Dialogue between cultures and religions that are often held by religious leaders of various faiths is seen as insignificant results. Even more, social conflicts and violence that occur are not visible in people's lives without realizing the universal values. Some groups interpret the violence done because of carrying out obligations based on the teachings of God, religion, to defend "truth". Therefore, the doctrine committing violence has been ingrained in a person who makes the understanding of the reality of the Unity in Diversity often overlooked.

Conflict of *SARA* (ethnicity, religion, race between groups) occurs in several regions in Indonesia and even among students though. It triggered by trivial actions of an intolerant person or group who then enlarges to be brought to a wider group on behalf of racial, ethnic, religious, and cultural backgrounds. As a result of the horizontal conflict that is triggered by various things such as social jealousy, regional ego, ethnic ego, religious ego, and so forth. The awareness to live together peacefully according to one of the pillars of the Indonesian state namely Unity in Diversity began to fade. As a result, a centric ego or a handful of groups are then brought into communal egos and certain groups lead to major conflicts that bring disaster to all parties including those not involved. However, the diverse challenges of the Indonesian people must have an orientation to be managed into a potential force not the seeds of conflict. Promoting the unity of a plural society like Indonesia is not easy. The process of forming and strengthening diversity is an important agenda that must be fostered and cultivated. We attempt to construct an intercultural character education that requires the commitment of a multicultural nation. The educational model of intercultural is a basic way of thinking. We should have a sense of awareness despite differences in race, gender, and nation. Discrimination remains, even if efforts to eliminate the problem have been made. The purpose of education is to improve equality for all learners from various backgrounds continuously.

Literature Review

Education has an important role in shaping students who have mutual respect, sensitivity, and understanding of others. Manado State University students are very diverse who can be managed with an intercultural values approach. Interaction and integration can proceed by increasing an attitude of togetherness, tolerance, humanism, and democracy following the ideals of the Pancasila. Intercultural Education is the latest aspect of education studies. The evolution of social and historical transformation during the 20th century. Development is not equal but depends on ambient conditions. As a result, differences in paradigms and problems increase from one region to another. This situation brought a shift with the development of globalization and migration, changes in the face of world politics as the development of democratization and recognition of human rights. This process needs to re-evaluate the construction of existing theories and the application of educational practice. New objects and research emerge that priorities on issues of world society, culture, transnational, cultural boundaries and contacts, intercultural conflicts, and educational system responsibilities for peace, integration and social development in postmodern multicultural societies. This trend provides a new way of thinking and promoting basic assumptions and paradigms in intercultural education (Bleszynska, 2008).

Intercultural education for the 21st century is the best dream as the application of social studies that promotes dialogue between culture and civilization, such as supporting the development of a democratic multicultural society. High mobility and cultural mixing in the community results in the fact that issues of migration, social and cultural change, and intercultural relations are important studies. Considering the above reasons, the main task of intercultural education can be defined as follows. *First*, intercultural dialogue, existence, and competence: the development of competencies in following to understand other cultures and living harmony and collaboration with people from the various cultural background. *Second*, adaptation, acculturation, and integration: Activities to support the integration process of immigrants on local communities. *Third,* social justice, human rights and ethnic prejudice: the formation of equality, and respect for people from different cultures. *Fourth,* society, transnational communities, and social cohesion: Development of citizen behavior, trans-cultural ties, and social capital, or the ability feelings for each other in diaspora communities. This object also needs competence educators who use intercultural education that included knowledge, methodology, and education. Competency topics belong to a knowledge of multicultural society, cultural knowledge and cultural acculturation processes, intercultural communication and intercultural competence, educational knowledge in multicultural environments, such as knowledge of problems and special needs of groups (communities, students, regional residents) (Bleszynska, 2008).

The Intercultural approach is one of the complex educational studies. The world has entered a major transformation in recent years. This will become tangled. the more connected the more unstable. Higher education must be able to prepare students to live in today's life. The university must explore the student potential and understand the complex and challenging world of life. Besides that, the new generation is still motionless, and their capacity to live confidently and responsibly is dissatisfied. Intercultural Education aims to create new social aspects where the relationship between members is governed by agreement and creativity, then interaction and communication become the focus to be practiced in educational institutions. However, higher education tends to be conservative and structural which is difficult to move towards new belief practices. This is one of the reasons why intercultural education is important to study, not only in middle school but also in higher education (Aguado & Malik, 2009).

Intercultural education is related to community life at the national and global levels (Johannessen, & Skeie, 2019) and multicultural education is often used interchangeably (Brömssen & Olgaç, 2010). UNESCO and the European Council use the term intercultural, whereas in the US, Canada, and Australia, the term multicultural education is often used (Jackson, & Grady, 2018). In Europe, except for the United Kingdom, the term intercultural education is widely used (Batelaan, & Hoof, 1996). Intercultural Education was chosen in the Netherlands because it expressed the ideals that culture has mutual influence in society; "Multicultural" is considered a term that is too static (Leeman, 2003).

Multiculturalism can be interpreted as a recognition of cultural pluralism. Cultural pluralism is not something given just like that but it is a process of internalizing values in a community (Bleszynska, 2008). Multiculturalism also recognizes the diversity that exists and concerning specific actions against diversity (Quinlisk, 2014). Student self-differences that are recognized in multicultural education, among others include ethnic and racial minority residents, religious groups, religious differences, regions, and others. With an orientation to the US in terms of education, in Indonesia, we often encounter the term multicultural education compared to intercultural education. The term intercultural education is refered to as all education which optimizes educational opportunities for students from ethnic minority groups and also focuses on educational goals for all people from diverse ethnic backgrounds (Leeman, 2003).

The content of intercultural education in a country highly varied between types of schools and the age of students (Coulby, 2006). Primary schools are more likely to emphasize the relational aspects of intercultural education, while secondary schools tend to social insights and against injustice (Díaz, 2019). An instrumental approach to intercultural education is the clear choice in vocational education (Gorski, 2008). In this type of school, students are prepared for work-life (Odina, Benito & Jaurena, 2017). This often involves working in teams consisting of diverse ethnicities (Gorski, 2009). While on campus, more emphasis on collaboration and mutual understanding, has the power of sensitivity to other friends of different ethnicities (Leeman, 2003).

The two conceptual approaches to multicultural education and intercultural education have different tendencies. Multicultural education highlights the cultural diversity of human society and aims to develop student awareness about cultural differences, as well as develop anti-discriminatory attitudes (Gundara & Sharma, 2013). While intercultural education aims to divert students' attention from stereotypical thinking to dynamic perspectives on cultural differences. This new approach comes from the uniqueness of global society and can be considered as an educational response to the challenges of cultural migration (Lanas, 2017). Intercultural education tends to emphasize empathy, sentiment, interaction, and cultural exchange and aims to empower minority groups by challenging power relations (Valiandes, Neophytou & Hajisoteriou, 2018). Intercultural education emphasizes the dynamic nature of cultural change. Also, intercultural education has an emancipatory character, so writers are more likely to use the term.

The main purpose of intercultural education can be stated as "learning to live in a diverse ethnic and cultural society". In the last decade of the 20th century, Western European countries had placed the intercultural education agenda as a reaction to the increasingly diverse ethnic groups that developed in these societies (Luchtenberg, 1998). The development of multi-ethnic societies in Western European countries is not without problems (Noorderhaven, & Halman, 2003). In many cases, the marginalization of ethnic minority groups has occurred (Luciak & Svik, 2008). Opportunity equalization in the community remains unequally distributed, intolerance, nation discrimination, and separatism are the social problems of these countries (Markou, 1993). It is not surprising that political discussion about multiculturality is heating up and continuing to flare up (Leeman, 2003).

Another objective of intercultural education is to encourage a sense of responsibility and readiness to take action aimed at resolving problems and creating solidarity and sensitivity to others (Perry & Southwell, 2011). Development of knowledge about ethnic-cultural diversity, development of multi-perspective views, development of knowledge about inequality in multi-ethnic societies and values and skills to overcome injustice, development of values and skills aimed at protecting ethnic and cultural diversity, individual rights and groups in schools and in the community, as well as for the development of the values and skills needed to live democratically in the context of a multi-ethnic society (Leeman, 2003).

Method

A qualitative approach was used in this research design. Informants in this study were 40 respondents. The survey instruments used in this study were interviews and questionnaires which contained 3 main components. In the first component, we want to see aspects of students' perceptions regarding the direction of intercultural learning. In this aspect, a semi-open statement was used. This statement was useful to see students' perceptions of the direction of intercultural learning.

Second, regarding aspects of intercultural learning media. It also discussed innovation, visualization, and the development of intercultural learning. *Third*, aspects of respecting differences between one student and another. Differences in terms of beliefs, background, culture, thoughts, environment, stratum, and religion. These differences that give personality to individual characters. These characters would be seen when they interacted with other people. Data analysis used coding and categorization of each word or sentence in the questionnaire which was relevant to the indicators of each research topic. Data analysis also used interactive analysis which includes data collection, data reduction, and verification to find general patterns. Data validation used the triangulation method by checking through interviews with the respondents concerned to make sure the data are written was true to reality.

Results and Discussions

The Direction of Intercultural Learning

Students assessed that average (65 %) lecturers teach intercultural learning for developing knowledge and sensitivity in social reality. This allows students to have an understanding of a multicultural society. The rest (30 %) was for increasing the attitude of tolerance, and only 5% has the aim of merely providing knowledge about social facts to students. Table 1 showed the information about students' perceptions about the direction of intercultural learning.

Table 1. Objectives of Intercultural Learning
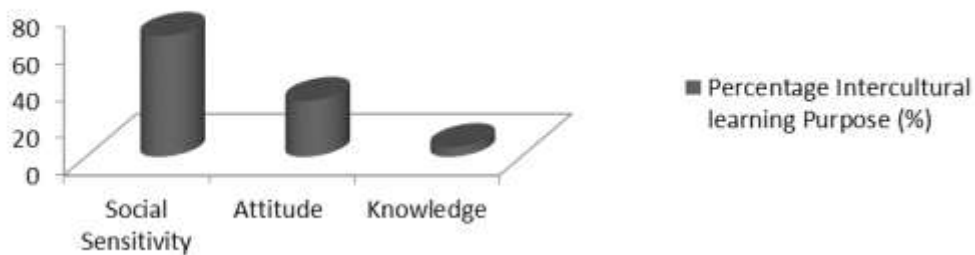
All lecturers have the responsibility to engraft attitudes and knowledge about diversity and interculturalism to students. The present phenomenon in which the attitude of respect for diversity fades among students. Social sensitivity towards others was also felt to be reduced. Intercultural knowledge and attitude as solutions that determine the success of relationships with other students. Intercultural attitudes were useful in shaping the identity of student personalities amid diversity. Intercultural cultivation played an important role in shaping knowledge and character. The process of increasing intercultural skills in learning could be done by forming heterogeneous discussion groups from various sides, applying learning models that prioritize cooperation.

Intercultural Learning Media

The use of digital intercultural learning could visualize the diversity of cultures, religions, beliefs, as well as aspects of social else in Indonesia. In this section (40%) students strongly agree with digital intercultural learning. This digital learning makes students seen intercultural social phenomenon closely. The understanding and experience of students were helped by the visualization of digital media. While 55% agree, and the remaining 5 % were neutral. Students in this class felt they lack experience of digital intercultural material. While the majority of professors (42%) strongly agree with the digital teaching of intercultural. The use of digital technology makes it easy to deliver material to students. In this aspect, the lecturer stated agree (53 %) with the use of the technology of digital learning.

Lecturer found that digital learning to foster curiosity has an impact on student learning outcomes significantly. in the other hand, learning intercultural as digital becomes an opportunity and a challenge at the same time to educators in the digital era. Educators believe that the use of digital technology in learning was an essential factor for achieving student learning success. While 3% of lecturers disagree, they argue that the use of learning is complicated to apply. Intercultural learning in digital needed a lot of time in preparation. Another opinion says that intercultural was effectively taught if through field studies or direct practice. Disagree groups did not interest in digital learning. On the other hand, intercultural learning needed field studies so that students have a real experience. Both digital learnings of intercultural and direct fieldwork could be used. How to arrange classrooms depends on the educator and depends on the learning objectives to be achieved. Information about students 'and lecturers' perceptions about digital intercultural learning was displayed in table 2.

In the aspect of Intercultural Learning Innovation, as much as 5% of lecturers disagree. Lecturers argue that the digital intercultural of learning innovation makes learning lose the essence of intercultural. Intercultural learning requires the experience of social interaction. Digital learning removes the essence of social interaction. Digital learning does help understanding to the students, but it eliminates the real-world experiences. In short, educators only provided knowledge but not experience. Expressions in intercultural interactions are lost. Expressions such as joy, emotion, sympathy were not found by students. Digital learning was good, but not all learning must be done digitally. Intercultural learning should be done directly in the field. Students have diverse knowledge and real experience. Besides,

students' social skills increased. These skills became social capital for students to live in the community. These life skills need to be cultivated among students.

While some lecturers (38%) stated strongly agree, 57% agree. Educators argue that digital intercultural of learning innovation helps educators to utilize learning technology, using innovative and creative methods, the efficiency of learning time and provide a new perspective. The main impact for students was that they can encourage them to better understand the material, be more active and creative in learning. The digitalization of learning materials enables students to enrich their knowledge. Table 2 showed information about the perception of intercultural learning innovation.

In the visualization aspect of intercultural learning, educators stated strongly agree 43%, 51% agree, and only 6 % disagree. Lecturers agree that innovation in intercultural learning digitally was useful in visualizing themes and making learning more concrete. Digital learning of intercultural was also useful in interacting with students to be more intense, to make the class more interesting. While educators who disagree argue that digital intercultural learning was inefficient and needs more adaptation to use it, both adaptation in the learning process, methods, and adaptation in using learning models. Besides, intercultural learning essentially can eliminate culture itself. Culture-based learning requires direct field learning. In table 2, information about the visualization of intercultural learning was displayed.

Development of Intercultural Learning. In this aspect, the lecturer stated strongly agree (38%), 56% agreed, and only 6% disagreed. Educators agree that digital learning of intercultural takes time to develop, but in use, it would be more efficient, easier in teaching, and some significant technical obstacles because educators have knowledge related to digital teaching material technology. On the other hand, teaching methods such as field studies require time, energy, and money. Although it looks easier, in reality, requires more resources. In table 2, information about the perception of the development of intercultural learning was displayed.

However, lecturers who did not agree with the digitalization of intercultural learning state that the use of technology and learning innovation requires professional lecturers, requiring drastic changes both in terms of understanding, perception, trust and attitude towards technology. This becomes their obstacle in utilizing and developing digital technology media in intercultural learning. It takes time to study and to develop intercultural material digitally. Presenting intercultural material requires more time. Dependence on technology from time to time is increasing. Technology that was increasingly developing requires new abilities to master it. Dependence on technological science makes people consumptive. Whereas intercultural material touches students more not with technology, but with direct experience. The percentage of educators' perceptions of intercultural learning media is summarized in table 2.

Table 2. Intercultural Learning Media

Intercultural Learning Media
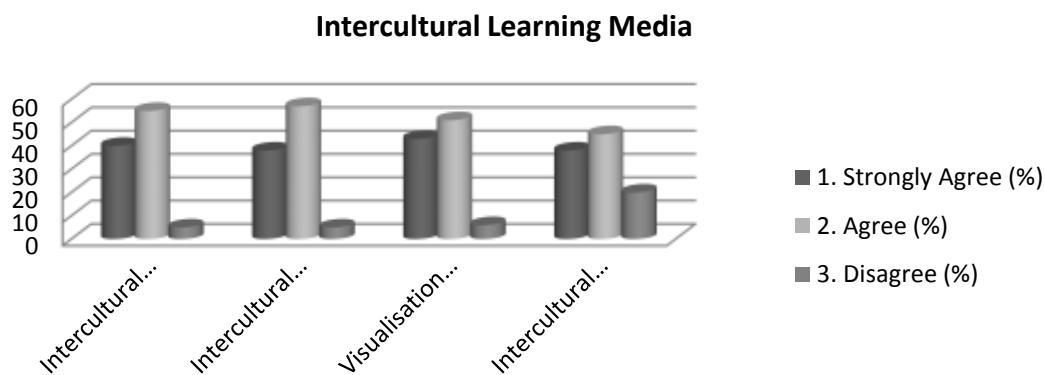
Appreciate the Difference

Appreciate differences in beliefs. In this aspect, students stated strongly agree (35%), 45% agreed, and 20% disagreed. Students agree that intercultural learning was one of the lessons interisting. Material about cultural diversity and cultural interaction was widely discussed. Educators not only taught material but also convey the value of respecting differences. Because it was interesting, both educators and students would be more intensive in interacting. Students were expected to study harder and to achieve maximum results. The use of intercultural material could create meaningful learning for students, provide broader experience, and could make students more sensitive to the environment. They increase a sense of meaning difference as a necessity. Table 3 showed information about students' perceptions of respecting differences in intercultural learning.

Respecting for background differences. In this aspect, students stated strongly agree (60%), 40 % agreed, and no one disagreed. Students agree that intercultural learning improved students' social insights. Student attitudes toward openness, and make students appreciate differences. Intercultural learning content presented was able to attract the attention and interest of students in exploring information and knowledge. Besides, intercultural learning could improve the ability and understanding of mastery of social aspects. That understanding was used as a basis for valuing different backgrounds. Providing intercultural material with diverse cultural, ethnic, and religious backgrounds, students can assess the diversity that exists. Students were pleased and curious about the intercultural learning content presented so that interest in doing learning tasks can increase. Table 3 showed information about students' perceptions of respecting differences in backgrounds in intercultural learning. Appreciating cultural differences. In this aspect, the students stated strongly agree (40 %), 53% agreed and 7 % disagreed. Students agree that intercultural learning could enhance skills in the decision making process to solve problems about cultural differences. Solving problems was about social relations and social conflicts that often occur in the community. People related to other people when conflicts sometimes arise. Students must be able to see the conflict as a whole and look for solutions to problems around it. Students who have the character to solve conflicts, different backgrounds, and have the ability to communicate interculturally were needed by the community. Language and communication skills were important factors. Intercultural learning was also useful in supporting learning independence and was able to encourage students to explore various intercultural references independently. Table 3 showed information about students' perceptions of respecting cultural differences in intercultural learning.

Appreciating differences of thought. In this aspect, students stated strongly agree (44%), 53 % agreed, and 3% disagreed. Educators agree that intercultural learning facilitates students in enhancing learning about the diversity of thoughts and was able to encourage students to apply various innovative learning strategies (Chua, et al, 2017). Intercultural education teaches respect for the opinions, ideas, and decisions of others. How people exchange ideas, accept each other's differences and respect each other. Sometimes differences of opinion lead to new ideas.

The new perspective was knowledge that was gained directly by students in the field. Usually, the findings of ideas directly were not easily forgotten. Developing in the future if the student was aware of the idea. Such student awareness was desired by educators. Educators were tasked with designing innovative methods to achieve intercultural awareness. It's not easy, but it's also not impossible. Intercultural learning also makes students not lazy to look for sources of information related to the diverse realities of thought that are often encountered. Curiosity was the key. Students' curiosity was a driving force to be more active to access a variety of information as learning materials (Juan et al, 2011). Intercultural learning was closely related to student life. When in the community, students can analyze the life around them with a theoretical framework taught in intercultural. Table 3 shows information about students' perceptions of appreciating differences in thinking in intercultural learning.

Appreciate differences in behavior. In this aspect, students stated strongly agree (41%), 46% agreed, and 13% disagreed. Students agree that the use of learning intercultural encourages students to elaborate on learning material. Student social life can be enhanced by internalizing values related to various aspects of social behavior in society (Valiandes, Neophytou & Hajisoteriou, 2018). While students who disagree with the excuse that the use of intercultural learning only encourages students to be individualistic. Because the use of intercultural learning slowly reduces students' social attitudes. Material that was different from the cultural background of students, often creates sentiment. The deeper the exploration of matter, the more hatred increased. Table 3 shows information about students' perceptions in respecting differences in behavior in intercultural learning.

Respecting for environmental differences. In this aspect, students stated strongly agree (36%), 53% agreed, and 11% disagreed. Respecting environmental differences requires understanding and an open attitude. Students agree that intercultural learning can be used as a medium for discussion and interact each other. Interacting with diverse environments. The diversity was caused by various factors. Natural factors such as geographical location, climate, and social factors such as people's behavior, culture and language are different. The skills to analyze, write and understand the natural environment and social environment of students are needed. Table 3 shows information about students' perceptions of respecting environmental differences in intercultural learning.

Appreciating Strata Difference. In this aspect, students stated strongly agree (48%), 35% agreed, and 18 % disagreed. Students agree that information search will increase with the use of intercultural learning. The ability to synthesize information also develops by using intercultural learning. New information was easier to obtain by utilizing intercultural learning. Strata differences are common in society. But how did students position themselves and interact with others whose strata are below or are above. Skills and habits was needed. The most important thing was how they respect the people who are above or below him. Table 3 shows information about students' perceptions of appreciating strata differences in intercultural learning.

Respect for religious differences. In this aspect, students expressed strongly agree (47%), 35 % agreed, and 18 % disagreed. Students agree that intercultural learning opens up insights to be open to religious differences. It is easy to understand problems related to religious diversity, so students understand in solving everyday religious differences. Students who disagree with the opinion that intercultural learning with religious diversity makes it uncomfortable. Students are less open to the problem of religious differences. Environmental factors become the dominant influence. Students who live in urban environments were more receptive to religious differences than from rural environments. They did not make a problem in looking for friends from different religions. Being more open to religious differences, in learning, interacting, and in groups. This open attitude is not limited to aspects of religious differences, but from other aspects such as ethnicity, culture and language. Percentage of students' perceptions about respecting the differences in summarized in Table 3.

Table 3. Respect for Differences

Respect for Differences
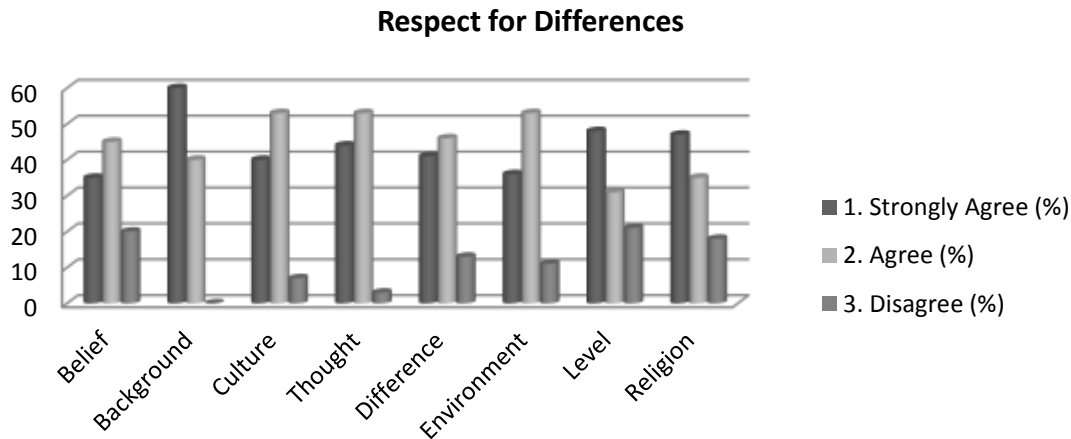
Conclusion

Most students consider that the direction of intercultural learning is to develop knowledge and sensitivity to social reality. The reality of social sensitivity is diminishing, as is environmental awareness. Intercultural attitudes are useful in shaping personality identity amidst diversity. Intercultural cultivation plays an important role in shaping knowledge and character. Talking about intercultural learning media digitally is both an opportunity and a challenge. We can utilize learning technology, use innovative and creative methods, the efficiency of learning time, and provide new perspectives on intercultural learning digitally. Digital media visualize themes and make learning more concrete. Intercultural learning digitally requires time to develop it, but in use, it will be more efficient in the use of time in the classroom more easily in teaching, and there are insignificant technical obstacles because educators have knowledge related to digital teaching material technology. It takes some time to study and develop intercultural material digitally. The dependence on technology makes consumer consumptive. On one hand, digital learning foster curiosity and significantly impact on student learning outcomes. On the other hand, effective intercultural learning is taught if through field studies or direct practice.

The use of intercultural material creates meaningful learning for students, provide broader experience, and make students more sensitive to the environment. They increase a sense of meaning difference as a necessity. Differences in background, culture, thoughts, behavior, environment, stratum, and religion do not become obstacles for students in interacting and communicating.

Acknowledgment

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