



The Implementation of Multicultural Education in Economic Learning

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Abstract

The emergence of problems related to multicultural issues such as tribal wars, separatism, and other movements that have the potential to cause national disintegration is urgent and requires the right solution. In the Indonesian context, the younger generation (students) are potential subjects for solving multicultural conflicts. In connection with this problem, one form of a potential solution is multicultural education, especially through economic learning because of its potential to build tolerance and mutual respect. Therefore, this article will focus on a discussion on the implementation of multicultural education in economic learning at SMAN 3 Bandar Lampung. The methodology used is a case study with Robert K. Yin design. The results showed that the strategy used by history teachers in implementing multicultural education in history learning was cooperative learning in the form of discussions, group work, and presentations. This strategy is considered suitable because it is able to know the affective, cognitive, and psychomotor aspects of students. The obstacles experienced are very diverse, including student saturation, dissatisfaction with the group of teachers to the limitations of the cost of studying outside the classroom in site observation activities that are in accordance with economic learning materials so that most learning is carried out in class using photos and video media.

Keywords: *Implementation; Multicultural Education; Economic Learning*

1. Introduction

Indonesia is a country whose people consist of various ethnic groups, races, customs, groups, groups, and religions, as well as social strata. These conditions and situations make sense as long as these differences are known. However, when these differences arise and become a threat to harmony, the differences become problems that must be resolved (Yaya Suryana and H. A. Rusdiana., 2015: 1).

On the other hand, Indonesia is one of the largest multicultural countries in the world. The truth of this statement can be seen from the wide and varied socio-cultural and geographical conditions. Currently, the number of islands in the region Negara Kesatuan Republik Indonesia (NKRI) is around 13,000 large and small islands. It has a population of more than 200 million people, consisting of 300 tribes who speak nearly 200 different languages. In addition, they also embrace various religions and beliefs such as Islam, Catholicism, Protestantism, Hinduism, Buddhism, Confucianism, and various beliefs (Yaqin., 2005: 3-4).

Yaqin (2005: 4) says that this cultural diversity, whether recognized or not, will cause problems that are currently facing this nation. Thuggery, poverty, violence, separatism, environmental destruction, and the loss of humanity to always respect the rights of others are real forms of being part of multiculturalism. This shows that the condition of the multicultural background is very vulnerable to causing potential problems of SARA, national disintegration, and so on. In line with the above statements, Suryana and Rusdiana (2015) state that multicultural, multiracial, and multi-religious societies have great potential for conflict between racial, religious, and ethnic groups.

The existence of various diversity in Indonesia can trigger conflicts between ethnic groups, religions, races, and cultures. According to Salim in his journal entitled "Building the Integration of the Nation" said that the looting of shops, the killings and rape of non-natives in May 1998 in Jakarta contained features of social conflicts between races, followed by burning churches (Ketapang incident, Jakarta) and burning of mosques. in Kupang, East Nusa Tenggara shows inter-religious social conflicts, fights with inter-ethnic killings in Sambas, West Kalimantan reflect inter-ethnic conflicts, inter-religious and ethnic clashes that occurred simultaneously in Ambon, Maluku which triggered minority conflicts, Aceh and Riau civil suit against the conflict between the central and regional governments as well as gunfire in East Timor signify social conflict between political groups. This event is the impact of mutual understanding and disharmony in intercultural communication in a pluralistic society (Salim., 1999: 50). Rustopo (2007: 2) argues that the May 1998 riots became a very frightening specter for the ethnic Chinese community in the city of Bandar Lampung, whose houses, shops, businesses were damaged, looted, and burned by rioters. The value of physical losses brought by most of the Chinese was up to billions of rupiah.

There are many potential problems that arise from multicultural backgrounds in a country so that a solution is needed, namely through education that is applied in the realm of multicultural education schools. John Locke explains that education is a process of helping students who are considered empty, who can be filled with whatever the educator wants, also considered as immature people, adults who need help to get out of ignorance. (English Saidah., 2016: 5). Musa Asya'rie quoted (Yaya & Rusdiana., 2015: 197) stated that multicultural education is meaningful as a way of life of education, a process of respect, sincerity, tolerance for cultural diversity that lives in a pluralistic society so that students will have mental flexibility and flexibility. the nation in overcoming social conflicts in society.

Education is one of the effective media to give birth to a generation with views that can make diversity a part that must be valued constructively. Because education is systemic, with a fairly even distribution rate. Educational institutions of various levels that have spread widely in various parts of Indonesia. Therefore, education is a fairly effective means of achieving that ideal goal (Naim and Sauqi., 2008: 5).

The current national education in Indonesia that is being offered is multicultural education as a substitute for monocultural education, which is considered very appropriate. This means that Indonesian education is currently not only focused on a particular culture to represent the entire plural society, but its application is comprehensive and universal as a support for the application of democratic values to serve all levels of Indonesian society in various aspects of life including aspects of education. In line with this, Mahfud said that the multicultural education developed in Indonesia is in line with the development of democracy which is carried out in line with the policies of decentralization and regional autonomy (Mahfud., 2006: 7).

James Banks defines multicultural education as a set of beliefs and explanations that recognize and value the importance of cultural and ethnic diversity in the form of lifestyle, social experiences, personal identity, individual, group, or State educational opportunities. He defines multicultural education as an idea, movement, educational reform, and an educational process whose main objective is to change

the structure of educational institutions so that male and female students, students with special needs, and students who are members of various racial, ethnic and cultural groups, have different types of opportunities. together to achieve academic achievement in school (Yaya Suryana and HA Rusdiana., 2015: 196).

Multicultural education is a relatively new phenomenon in education. Before World War II it could be said that multicultural education was unknown. Even education is used as a political tool to exert the power that monopolizes the education system for certain groups. In other words, multicultural education is a new phenomenon in human relations who want the same rights, including the right to the same education for all. "Education for All" (H.A.R Tilaar., 2004: 123).

The application of multicultural education in schools is very well positioned to prevent friction between various groups in Indonesia. The application of multicultural education is expected to form the character and multicultural character of children from an early age. Iis Arifudin (2007 journal "Urgency for the Implementation of Multicultural Education in Schools") said that in schools the values of togetherness, tolerance, and ability to adapt to various differences must be instilled. The educational process in this direction can be pursued with multicultural education. Multicultural education is the process of fostering a way of life that is respectful, sincere, and tolerant of the diversity of cultures that live in a pluralistic society.

An example is a school in Malaysia that implements multicultural education, a multicultural school leader, or a school that aims at multicultural education, must value diversity by articulating a culturally proficient vision for the site, assessing the site's culture, managing the dynamics of difference by providing a training and support system for conflict resolution, institutionalizing cultural knowledge by modeling and monitoring school and classroom practices, and adapting to diversity by assessing and changing current practices (Suseela Malakolunthua, *Procedia Social and Behavior.*, 2010:9).

It is hoped that the school system in Indonesia on the application of multicultural education will bring changes to the young generation at an early age by forming characters and characters that uphold the value of tolerance. As said by Rini Hartati S. (2013: 602) in her work entitled "Implementation of Multicultural Education as social capital in national life", states that the expected effect of implementing multicultural education is understanding and even awareness related to the conditions of a pluralistic nation. So that the awareness of multiculturalism can be used as social capital in creating constructive social interactions for this nation.

2. Methodology

The method used in this research is a qualitative case study method with Robert K. Yin Design. Robert said Case Study is one of the social science research methods. Case studies are preferred for tracking contemporary events when the relevant events cannot be manipulated. Case studies, therefore, base themselves on techniques that are similar to the prevalence of historical strategies, but by adding two sources of evidence not normally included in historians' choice of systematic observation and interviews. Again, although case studies and histories may overlap, the unique strength of case studies is their ability to relate fully to different types of documentary evidence. (Robert K. Yin., 2000: 1-12).

3. Discussion

History Teacher Strategies in Implementing Multicultural Education

This strategy is an important step taken by history teachers in implementing multicultural education. The application of multicultural education can be achieved optimally if you have a good strategy. Every teacher must have a different strategy in implementing multicultural education in economic learning. The implementation of multicultural education in educational institutions is very important and must be integrated into subjects, especially economic subjects because institutions have great potential in instilling multicultural education in students. Thus, teachers are an important component in learning that must have a good strategy for multicultural education.

SMA Negeri 3 Bandar Lampung is a public educational institution in the city of Bandar Lampung that has great potential in developing and integrating multicultural education. This can be seen from the school background whose students are very diverse, ranging from Islam, Christianity, Catholicism, Hinduism, and Buddhism. Both from Javanese, Arabic, and Chinese ethnicities. The culture of tolerance at SMAN 3 Bandar Lampung is ongoing, all students mingle without coercion and discrimination. All of this cannot be separated from the role of teachers who implement multicultural education using good strategies. To ascertain the economic teacher's strategy in implementing multicultural education then interviewed the first economics subject teacher who said that:

One of the strategies used in implementing multicultural education in economic learning is through cooperative learning which involves all students. So all are involved in economic learning. The strategy is to apply a learning model with group discussions. For example, we divided into five groups and discussed them with different materials, after the students were given the opportunity to communicate the results of the discussion with presentations in front of other groups. In this way, the children will be able to convey what was discussed with the group. At the end of the presentation, students were given the opportunity to answer questions and responses from other groups. Some questions or objections are accommodated and then answered by the presentation group. This is a strategy in implementing multicultural education through Cooperative Learning.

The above statement is in line with the second economics teacher stated that:

Strategies in implementing multicultural education in various economic lessons but all must be in accordance with the material. Because we conceptualize the material first by providing the appropriate media with the material. The strategy cannot be separated from group discussions by dividing group members according to the teacher so that there is no discrimination and randomness so that all students can get along. Random selection, for example, by counting according to serial numbers. So it is expected that from this system all children can get along so as not to cause groups that limit students to get to know each other.

In addition, students are also given examples of past events and my life experiences, so that students can take positive aspects, respond to them, and see children's responses. For example, giving incidents about being less fortunate, how do students respond and how to see students whether they are empathetic to other groups and whether it is tolerated, all of which can be seen by the examples of events that we have previously provided and the teacher also provides the best direction for students.

The above statement is with the third economics teacher's fairy tale which states that:

The strategy used for middle school children in implementing multicultural education in the history of learning is Cooperative Learning with discussions, group work, learning models by adjusting the material. For example, in class X there are material tools and industrial economy culture 1.0, 2.0, 3.0,

and 4.0. Then a group was formed and each group was given a different image from other groups. In addition, there were presentations about various multicultural cultures since the industrial economy. Through this strategy, it is hoped that it can provide an understanding of respect for other cultures, how students tolerate it, empathy, and so on.

In the statement of the first economics teacher, it can be explained that the strategy of economic teachers is to implement multicultural education through cooperative learning. With the discussion method, it is expected that students can communicate with other students and respect the differences in the opinions of other students. can solve material-related problems with good discussion and tolerance among students, as well as promote equal rights and views for all students. Furthermore, according to the second economics teacher's statement, it can be explained that the strategy of economics teachers in implementing multicultural education uses group discussions as a good strategy in implementing multicultural education.

The division of groups by the teacher in order to avoid discrimination or groups that restrict students. That way students are expected to mingle with each other. In addition, the teacher's strategy also uses past events and life experiences of the history teacher itself. So it is hoped that from this activity students can take the positive side. Meanwhile, the third economics teacher's statement uses the Cooperative Learning strategy because it can see various sides ranging from affective, cognitive to psychomotor students. Thus, group work removes student boundaries and requires all students to mingle, tolerate, and respect other students' disagreements and provide equal opportunities to all students during presentation sessions.

So it can be concluded that the strategies of economic teachers in implementing multicultural education are diverse, but Cooperative Learning remains a priority in implementing multicultural education because, with the discussion method, group work and presentations will produce several aspects such as affective, cognitive, and psychomotor. And can see the high tolerance, empathy for communication between students. That multicultural education as a substitute for intercultural education is expected to foster caring and understanding attitudes or politics, cultural recognition of human groups, such as tolerance, ethnocultural and religious differences, discrimination, human rights, democracy and plurality, universal humanity, and other relevant subjects (Suryana & Rusdiana., 2015: 197).

Barriers Faced by Economics Teachers in Implementing Multicultural Education in Economic Learning:

The implementation of multicultural education in schools carried out by economics teachers is certainly not free from obstacles. However, this obstacle is not a significant obstacle in teaching and learning activities, but as a driving force for economic teachers in carrying out their duties as good economics teachers.

The following is the statement of the first economics teacher subject about the obstacles experienced in implementing multicultural education in history learning:

Obstacles in implementing multicultural education in economic learning do exist. If the morning time constraints can be minimized, but for the last hours the children's conditions vary, such as tired and sleepy, then it makes learning less than optimal and it affects students' final results because students' understanding of the material is less than optimal.

In line with the above statement, the economic teacher, Mrs. Dra, also experienced obstacles in implementing multicultural education in the learning economy. Praise Rahayu who said that:

Constraints in implementing multicultural education are among students who are not suitable in selecting group members formed by the teacher. So some are silent and less active in discussions.

This obstacle is different from the one experienced by economy subject teacher Dyah Retnaningsih, S.Pd who said:

The obstacle in implementing multicultural education is that students are not optimal in the learning process, because they are limited to the use of photo and video media. Meanwhile, in economic material, there are many economic relics that are even more optimal if learning is carried out outside the classroom and observing directly on the site which is in line with economic material. This constraint is caused by the lack of budget provided by the school so that students have not been maximized to observe historical objects and sites.

The first teacher's economic statement explains that the process of Teaching and Learning Activities during the day is an obstacle because the condition of tired and sleepy students also affects learning that is less than optimal and has an impact on student final results because student understanding is not optimal. ingredients. Furthermore, the second economics teacher explained that the obstacles experienced by economics teachers in implementing multicultural education were students' inadequate understanding of group members formed by the teacher, which resulted in student attitudes being silent and less active in learning. Johannes strongly defines humans as social beings as group creatures and cannot live alone (Suryana & Rusdiana., 2015: 56). Meanwhile, the third economics teacher's statement explained that the obstacle experienced by economics teachers was the lack of budget from schools for outside learning classes in economics subjects. With a lack of budget, students have not been optimal in observing objects or historical sites, but they learn more in class using photo and video media which makes students' understanding of learning less than optimal.

Solutions to Constraints Experienced by Economics Teachers:

Solutions to various obstacles experienced by economics teachers in implementing multicultural education in economic learning such as using good methods that can foster student enthusiasm and give prizes to students who understand the material being taught, so students who are sleepy and tired during the day will feel lost but turned into enthusiasm in following the lesson to the fullest.

Responding to students who are less satisfied with the choice of group members by the teacher is to provide understanding to mingle with each other and see all the same and to tolerate the opinions of other students. The limited costs in implementing learning outside the classroom can be overcome through contributions from students with the aim of relevant and close school sites so that the costs incurred by students are not burdensome.

Conclusion

The strategies used by economics teachers in implementing multicultural education in economic learning are very diverse, but the ones most widely used by economics teachers are the Cooperative Learning strategy with discussion, group work, and presentation models. With these various strategies the teacher can see how affective, cognitive and psychomotor aspects of students such as how students tolerate, how to see all students equally, student empathy, and respect differences in opinion from other students.

The obstacles experienced by economics teachers in implementing multicultural education in economic learning are very diverse, such as in the afternoon, students experience fatigue, sleepiness, are not satisfied with the group selection carried out by the teacher to limited costs for outdoor learning activities so that most of the learning history conducted in class using photo and video media rather than direct observation of historical sites related to economic material. With the various obstacles that exist, it

is hoped that some solutions can reduce these obstacles. Some of these solutions are to provide gifts to keep students excited, giving students the understanding that all students have the same right to hang out with all friends and express opinions and respect the opinions of others. In terms of cost, exclusions can be made by students with the aim of the sites and economic objects closest to the school so that exclusion does not burden students.

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