



## IMPLEMENTATION OF MULTICULTURAL EDUCATION BASED ON GODLY VALUES AND UNITY VALUES TO IMPROVE TOLERANCE CHARACTER

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### Abstract

Multicultural education based on values divinity and unity own role important in to form character tolerance students. Research objectives this is for to study how implementation second mark the in education can increase attitude tolerance among students. The research use method studies literature with analyze various source relevant written information, such as journals, books and articles related. The analysis techniques used is analysis content, which aims to for identify patterns main related with implementation mark divinity and unity in education as well as the impact to character tolerance students. Research results show that implementation mark deity through joint worship activities and religious lessons at school can strengthen understanding student about importance each other honor interfaith. Implementation mark unity through activity like ceremony flag, competition culture, and projects collaborative between students are also proven effective in enhance the sense of unity and togetherness. Students who study in an integrating environment mark divinity and unity tend show attitude more tolerance high, more open to differences, and able to adapt in situation multicultural. In conclusion, education that is based on both mark this can create environment learn more inclusive and supportive development character tolerance, which is important in build a more society, harmonis us a united.

**Keywords :** Multicultural education, divine values, unity values, tolerance character, diversity

### Introduction

Indonesia, as a country with diversity ethnicity, religion and culture, facing challenge in build character tolerant in generation young for guard harmony social. Multicultural education be one of approach important in realize character said, because capable help student understand and respect the diversity that exists around they (Mulyana, 2020). In the Indonesian context, the values the basis of Pancasila, especially mark divinity and unity, are very relevant for to form a tolerant and respectful character togetherness in the midst differences (Wibowo & Nasution, 2021). Divine values, for example, direct student for own attitude value other religious beliefs, while mark unity strengthen cohesion social in face challenge diversity. Citizenship Education ( PKn ) is one of the eye a very vital lesson in system Indonesian education, especially at the tertiary level Elementary School (SD). This subjects not only teach knowledge about rights and obligations citizens, but also play a role important in to form character and personality participant educate in accordance with values the sublime contained in Pancasila. As the basis of the Indonesian state, Pancasila has fundamental role in life nation and state, which includes values divinity, humanity, unity, democracy and justice social. Therefore that, planting Pancasila values in participants educate since early in elementary school is very important, so that they can become citizens with integrity and responsibility answer in life society and state. According to Nurhadi and Sulaiman (2019), education multicultural based on mark divinity and unity No only build attitude tolerance, but also develop understanding about importance role every individual in harmonious society. Attitude tolerance this can developed through learning programs that combine spiritual values and togetherness, such as activity collaborative cross culture and discussion inter-students who raise topic diversity. In addition, Setiawan (2022) emphasized that learning based on mark divinity and unity

direct student for not only understand diversity in a way theoretical, but also experienced importance harmony as responsible citizen answer. In the realm of education, this approach become the more important remember increasing challenge social in the era of globalization which often trigger friction culture (Fauziah, 2023). Through integration mark divinity and unity in education multicultural, expected student can build characters that are not only tolerant, but also proactive in guard unity. According to Prasetyo (2023), the values this not only is universal, but also contextual in guard alignment in the middle multicultural society. Implementation education multicultural based on mark divinity and unity allow formation character more students mature and insightful wide in face diversity.

### *Multicultural Education*

Multicultural education is approach education that aims for create understanding, appreciation, and attitude tolerant to diversity culture, ethnicity, religion and race in society. According to Gorski (2019), education multicultural help student understand that diversity is an integral part of global society, as well as grow awareness social and skills think critical in face issues diversity. This education not only about teach student for recognize differences, but also about give they ability for interact with an inclusive and full way respect (Banks, 2020). In Indonesia, education multicultural important because the existing diversity, both from aspect ethnicity or religion, can become potential conflict if no handled with the right approach (Wibowo & Nasution, 2021). Multicultural education in Indonesia is directed for build awareness that difference is power, not weaknesses, and that student own not quite enough answer social for guard harmony in diversity (Mulyana, 2020).

### *Godly Values in Multicultural Education*

Divine values play a role important in education multicultural, because underlying student for honor religious beliefs and spirituality other individuals. In the Indonesian context, the value deity rooted strong on Pancasila, which emphasizes that the Indonesian nation believes in one almighty god. Prasetyo (2022) explains that mark deity in education multicultural help build character students to be more tolerant to differences in religion and belief. Implementation mark deity this is at school, like in activity religious or learning interfaith, showing mutual enhancement appreciate among student from various background religious background (Nurhadi & Sulaiman, 2019). In addition, research conducted by Setiawan (2022) shows that schools that implement mark deity in education multicultural capable create environment inclusive learning, where everyone student feel appreciated and accepted. Implementation mark deity not only through activity religious, but also through teaching universal ethics and morals that can applied in life everyday, such as respect others and help fellow without look at religious differences.

### *Value of Unity as Foundations of Multicultural Education*

The value of unity in education multicultural emphasize importance guard togetherness and cooperation in diversity. In the heterogeneous Indonesian society, values unity become key for guard cohesion social and harmony between group (Fauziah, 2023). Education based on mark unity push student for see difference as riches together and work the same in activity cross culture, such as projects collaborative and celebratory days big national followed by all students (Wibowo, 2021). Fauziah (2023) also highlighted that mark unity in education multicultural can implemented through activities that encourage involvement student in discussions and activities that embrace all group. In case this, education multicultural that prioritizes unity help student own skills good and capable social interact with Who just without look at background behind culture.

### *Tolerance Character in Multicultural Education*

Tolerance is aspect important thing to want achieved in education multicultural. This character considered essential because give student ability for value differences and building an inclusive environment. According to Prasetyo (2023), tolerance is foundation important for creation harmonious and stable society. Education that instills character tolerance help student develop ability good communication, empathy, and openness to different views. Temporary that, research by Lestari (2022) shows that character tolerance can developed through activities that invite student for work in heterogeneous group, so that they more understand perspective one each other. Implementation tolerance can also reinforced through introduction values universal humanity, such as justice, kindness, and respect, are applied in curriculum school (Mulyana, 2020).

### *The Importance of Integrating the Values of Divinity and Unity in Multicultural Education*

Value integration divinity and unity in education multicultural own significant impact in to form character tolerant students. According to Setiawan (2022), the approach this help merge spiritual and social aspects that can increase awareness collective student will importance value diversity. Nurhadi and Sulaiman (2019) also found that an integrated school second mark this in education multicultural capable create supportive environment development attitude tolerant of students. According to Prasetyo (2023), he emphasized that mark divinity and unity must integrated in every activity school for character tolerance can built in a way consistent. With existence approach this, students no only study about diversity in a way theory, but also apply it in life everyday, for example with follow activity interfaith, work the same in projects classes involving student from background different backgrounds, and discuss the values of Pancasila as base life nation.

### *Benefits of Multicultural Education Based on the Values of Divinity and Unity*

Multicultural education based on mark divinity and unity give benefit term long for development character students. According to Fauziah (2023). This education to form students who have strong tolerance, skills good social skills, and abilities for life side by side in a way harmonious. Mulyana (2020) stated that students who are educated in environment multicultural based mark divinity and unity show improvement attitude each other appreciate and be able to overcome conflict in a way peace. In addition, integration mark divinity and unity also prepare student for become responsible citizen answer, who is able value diversity in community and participate guard unity nation. With thus, education multicultural based on mark divinity and unity no only play a role in print students who are tolerant, but also contribute in create a harmonious society in the future (Setiawan, 2022).

### **Research Methodology**

Research methods used in this study is studies literature, namely method data collection and analysis from various source relevant written with topic research. Literature study involving review journal scientific, books, reports research, and other sources that discuss education multicultural, values divinity, values unity, and character tolerance. Through this method, researcher can to obtain understanding deep about the concepts discussed as well as find results study previous supporting analysis in this study. The collected data analyzed with technique analysis content, namely identify patterns or theme main related with integration mark divinity and unity in education multicultural. This step help researcher in compile argumentation strong theoretical about how education multicultural based on mark divinity and unity can contribute to development character tolerance in students.

### **Result & Discussion**

Based on a number of research that has been done about education multicultural based on mark divinity and unity for increase character tolerance :

**Table 1. Document Review**

No	Author (Year )	Title	Results
1	Prasetyo (2023)	Education Based on Godly Values and Unity as an Improvement Effort Tolerance Student	Education that integrates mark divinity and unity capable increase tolerance student through activity cross religion and work the same in project together at school
2	The Last Supper (2019)	Implementation of Godly Values in Multicultural Education in Indonesia	The divine values applied in education multicultural succeed create environment inclusive schools, where students each other honor difference belief
3	Fauziah (2023)	Multicultural Education in Building Student Character in the Era of Globalization	Multicultural education based on mark unity proven capable increase character tolerance and skills social student in diverse environment
4	The Last Supper (2022)	Unity and Divinity Values in Learning Multicultural	Value integration divinity and unity through activity collaborative strengthen the sense of mutual appreciate and minimize potential conflict between student from background behind different
5	Sustainable (2022)	Tolerance in Multicultural Education : A Study on High School Students	Multicultural education increase attitude tolerance student High school, especially through learning groups and discussions about diversity as well as introduction values humanity

### *The Role of Divine Values in Multicultural Education*

Divine values in education multicultural play a role important in build attitude each other honor between students who come from from background different religious backgrounds. According to Prasetyo (2023), education based on mark deity can strengthen understanding student that every religion teaches goodness and peace, as well value other people's beliefs. Implementation mark deity in joint worship activities or religious lessons no only give understanding theoretical about their respective religions, but also created room For interaction between students who can increase tolerance. This is in line with results research by Setiawan (2022), which states that school that instills mark deity through activity religious, such as celebration day big religion, can reduce prejudice between religious groups and increase award to difference. According to research by Fauziah (2023) also shows that education that involves activity based on mark deity capable create atmosphere learn more inclusive and friendly. With to plant mark deity in life everyday, students taught for see religion as something that unites, not separate. As example, in prioritizing religious learning universal values, students can understand that principle kindness, and justice there is in every religion, which in turn strengthen attitude each other honor.

### *Implementation of Unity Values in Multicultural Education*

The value of unity, which is implemented through various activity school, also holds role important in to form attitude tolerance students . Activities like ceremony flag, competition culture, and projects collaborative between student from background different back not only become event celebration diversity, but also as means For strengthen understanding will importance unity. Wibowo and Nasution (2021) explain that activity like ceremony flag and competition culture become an effective media for instill a sense of love homeland and respect diversity culture. In this activities, students from various ethnicity and religion work same and mutual study one each other, which allows they for feel direct importance unity in diversity. Setiawan (2022) also stated that project collaborative , which involves student with background behind different cultures play a role as form concrete from implementation mark unity. This activities give experience direct to student about how appreciate and work The same with different people. Through the process of collaboration this, students study for see difference as part from strength together, which will reduce potential conflict and strengthen cohesion social.

### *Improving Tolerance Character*

Improvement character tolerance in students who are learning in an integrating environment mark divinity and unity can seen from attitude those who are more open, empathetic, and appreciative differences. According to research conducted by Lestari (2022 ) , students involved in activities that integrate education multiculturalism and Pancasila values show significant improvement in attitude tolerance they. Students become more open in accept other people's opinions , as well as capable adapt in situations involving diversity. Observation results in study the show that students who study in an environment that respects diversity more capable overcome conflict and search solution in a way peace. In addition, Mulyana (2020) emphasized that implementation values divinity and unity in education can reduce tension between group with push student for focus on the similarities that exist, not differences. In a supportive environment development character tolerance, students no only Study about diversity in a way theoretically, but also experienced it in a way direct through interaction daily with friends they. This is leading to the formation of individuals who do not only tolerant but also active in guard unity and peace in society.

### **Conclusion**

Multicultural education based on mark divinity and unity own a very important role in to form character tolerance in students. Implementation mark deity through joint worship activities and religious lessons help student for understand and respect difference religious beliefs, as well as strengthen understanding that all religions teach kindness and mutual respect. In addition, the implementation of mark unity in various activity like ceremony flag, competition culture, and projects collaborative between student from background different back strengthen the sense of unity and togetherness, which encourages student for see diversity as the power that enriches nation. Implementation second mark this proven effective in increase character tolerance students. Research results show that students who study in an integrating environment mark divinity and unity show a more positive attitude open, empathetic, and capable adapt with good in situation multicultural. They are also more value difference and able finish conflict with peaceful way.

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