International Journal of
Students Education

TEACHER STRATEGIES IN MULTICULTURAL CITIZENSHIP EDUCATION

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Abstract

This research aims to find out what teachers' strategies are in multicultural citizenship education. The research method used in this article is a systematic *literature review*. The author searches for journals that have been published on *Google Scholar* which relate to the research title or topic that the researcher has determined. The articles searched are limited to as many as Then the researchers filtered 8 articles into 3 articles that were considered appropriate and related to the research topic. The results of the research show that as many as 3 articles from the search results can be identified what teacher strategies are in multicultural citizenship education. So the conclusion from the research results shows that teacher strategies in multicultural citizenship education can be done in various ways, including through curriculum development, through student development programs, and also through several methods such as Cooperative Learning, Inquiry Learning Approach, Active Learning, Teaching in Differentiation, and Interdisciplinary Unit Programme.

Keywords : Strategy, Citizenship Education, Multicultural

Introduction

Indonesia is a pluralistic nation consisting of various tribes, races, languages, customs, religions and cultures. Indonesian society is also called a multicultural society because its members have different religious and cultural backgrounds. Multiculturalism is the nation's irreplaceable wealth and is a potential which must be developed and promoted. However, if this diversity is not utilized and encouraged properly, this can be a scary thing. Therefore, multicultural education is very important to foster this diversity. Diversity was once the proudest asset of a country that was built on the basis of common goals and interests: Indonesian independence. Citizenship education is a field of study in the context of national education which has a strategic role in the formation of national character amidst the heterogeneity of Indonesian society. The reality of plurality and heterogeneity is reflected in the principle of Bhinneka Tunggal Ika. Citizenship education as central to building unity has a role in forming the younger generation as per the opinion of Kerr (1999: 17) who states that Citizenship Education is interpreted broadly to include preparation for the roles and responsibilities of young people as citizens through school, teaching and learning. This understanding describes Citizenship Education as having a role in developing Indonesian citizens to become people who understand their duties and responsibilities as citizens towards national and state life in the context of the Unitary State of the Republic of Indonesia which upholds the principle of Bhinneka Tunggal Ika, for this reason Civics has a very important role. in an effort to develop a multicultural society. This is as stated in Article 37 of Law Number 20 of 2003 concerning the National Education System which states that Citizenship Education is the name of a mandatory subject for the primary and secondary education curriculum and a mandatory subject for the higher education curriculum. Considering that Indonesian society is very plural, citizenship education has an important role in fostering the diversity of society in Indonesia by integrating multicultural education within it. Thus, the aim of this article is to describe the urgency of multicultural-based citizenship education in fostering the diversity of Indonesian society.

Research Methodology

This research will adopt a systematic literature review method. The systematic literature review method uses data sources obtained from the internet in the form of literature reviews on *Google Scholar* . Then in this research it is also targeted that 8 articles have been published as answers to the results of the research, but later 3 articles will be filtered and selected that are in accordance with the research theme. The literature study method is a series of activities related to methods of collecting library data, reading and taking notes, and managing research materials (Zed, 2008:3).

Result & Discussion

Based on the search results of 3 articles, it was found:

Table 1. Document Review

Writer	Title	Method Study	Findings
Hasan (2000)	The Urgency of Citizenship Education Multicultural Based in Fostering the Diversity of Indonesian Society	Literature review	Namely, through curriculum development based on a multicultural approach according to Hasan (2000: 522) can be carried out based on the following steps. 1. Changing the curriculum philosophy 2. Through the Curriculum on Content 3. The future curriculum will pay attention to many aspects 4. The learning process has a level of isomorphism 5. Evaluation
Siti Mania (2010)	Teacher strategies in implementing multicultural education in elementary schools.	Literature Study	Through three programs, the three programs include: a) content-oriented programs, b) student-oriented programs, and c) socially oriented programs
Primandha Sukma Nur Warhani (2018)	Implementation of multicultural education in an effort to build diversity and increase national unity in inclusive schools	Library Research	Through 5 methods, namely: 1. Cooperative Learning 2. Inquiry Learning Approach 3. Active Learning 4. Teaching in Differentiation 5. Interdisciplinary Unit Programme

Source: Document Review By Author

Understanding Strategy

Strategy means a method or effort made to create a process that will be implemented using certain goals and desires. In learning activities, the art of management is very necessary to support learning so that it is in accordance with goals and aspirations. According to Djamar and Zain (Hamiyah and Jauhar, 2014: 8) learning strategies are concepts or outlines for implementing an action during the learning process to achieve goals that have been set. Nowadays, teachers still apply teacher-centered learning tactics which should be directed towards students (student centered). With the changes in the art of learning management that we are undertaking, teachers are required to re-examine learning strategies that are in sync with the digital era. Teachers must be able to change the learning strategies they follow today so that teaching tactics in learning can be effective in teaching students. This is where the role of teachers as educators and instructors is very necessary. based on Husaini (Rusmini, 2012:4) the role of

the teacher in the student learning process 1. the teacher becomes the second planner. teacher as implementer three. the teacher becomes the assessor. Teachers must understand three important points of the teacher's role in the learning process. According to Sardiman (in Widya, 2013: five) the role of the teacher is communication, a friend who is able to provide encouraging advice, a guide in developing behavior and behavior and the values of people who master the material being taught. Teachers can be friends with students and teachers can also convey motivation to students about the importance of the learning process. The teacher's strategy in implementing the art of good learning management with students means that the value of togetherness will also be more practically understood, students will be able to behave well in a multicultural environment. Multiculturalism education is very crucial in elementary school, this is because elementary school is the first level in the world of children's education. The definition of multicultural education from James Banks (in Subandi, 2017: 471) is a new view, movement, educational renewal, and the process of education itself with the primary aim of reforming the structure of educational institutions so that students from different backgrounds have equal opportunities. The same. Meanwhile, according to Musa (in Dani Nurcholis, 2019: 131) multicultural education is the process of cultivating a way of life that is respectful, open-minded and tolerant of the cultural diversity that exists in a pluralistic society. From these two opinions, it can be concluded that multicultural education is an educational activity that recognizes and respects all kinds of differences that exist in humans, whether in the form of differences in beliefs, ethnicity, race, language and gender. Apart from producing an educational component as an instrument to bridge the spread and development of multiculturalism.

Judging from its characteristics, multicultural education from Choirul Mahfud (in Kuni Isna Ariesta Fauziah & Mulkul Farisa Nalva 2019:216) has the following characteristics: a) creating cultured people and building a cultured/modern society. b) Teaching noble human values, national values, and ethnic (cultural) values, c) the method is democratic, which respects aspects of disparities and cultural diversity of the nation. nation and ethnic group (multiculturalist), d) evaluation is determined by evaluating students' attitudes which include their perceptions, appreciation and actions towards other cultures. Furthermore, in relation to its objectives, from R. Ibnu Ambarudin (2016:37), multicultural education aims to instill a sense of sympathy, mutual respect, respect and empathy for adherents of different beliefs and cultures. Apart from that, from Zakiyuddin Baidhawy (2005:108). Meanwhile, according to Budianta (in Yenny Puspita, 2018: 27) multicultural education has efforts to accommodate learning activities that enable students to reach their maximum potential as students and become active individuals and have high social sensitivity at the local, national and world levels. level. level. level and create a nation that is powerful, advanced, just, prosperous and prosperous without disparities in ethnicity, race, belief and culture. with the spirit of building strengths in all fields so that prosperity can be achieved, having high self-esteem and being respected by other nations. Based on the explanation above, the goal of multicultural education is awareness of the differences in social, national and state life and can make these differences become a vehicle for achieving common goal or the motto of the Indonesian nation which is known as Bhinneka Tunggal Ika. (not synchronous, but one). by the way). Efforts to spread multicultural education are not without reason. The diversity of Indonesian citizens, whether from racial, ethnic, religious or linguistic backgrounds, has the potential to result in conflicts that can threaten national unity and unity.

The concept of multiculturalism

Multiculturalism is not an easy meaning to form because it contains two very complex meanings, namely plural which means plural (diversity) and culture which means culture or cultures. The root of the word multiculturalism is culture. Etymologically, multiculturalism is formed from the words multi (several) and culture (culture). In essence, this word means recognition of the dignity of humans who live in society with their respective cultures (Mahfud, 2009: 75). Raimond Williams (Tilaar, 2004) believes that culture is one of the most difficult terms to form in the English dictionary. In fact, culture has an important meaning in social life because culture is a tool that unites people in a society. Therefore, the country needs a cultural policy to unite diverse communities, including our country which is known as a cultural and cultural country which was initiated by its founder. The Indonesian ethnic group is Bhinneka Tunggal Ika. It turns out that our country's motto continues to be challenged, especially in the current era of globalization.The emergence of awareness of the need for diversity in a multicultural society will actually help find common ground where there are differences in social, economic or political views. Multiculturalism is a just society that not only guarantees the greatest happiness for as many people as possible, as is known from the principles of democracy, but a just society is a society that recognizes and accepts differences and diversity. Musa Asy'arie (Mahfud, 2009: 103) believes that multiculturalism is the wisdom of seeing cultural diversity as a fundamental reality in social life. Meaningfulness immediately emerges if a person opens himself up to living life together by seeing plural realities as a natural necessity of life, both in his own

multidimensional life and in the complex life of society, and therefore the awareness emerges that diversity in the dynamic reality of life is a necessary necessity. it cannot be rejected, denied, let alone destroyed. Efforts to build a multicultural Indonesia can only be realized if: 1) The multicultural concept is widely spread and its importance for the Indonesian nation is understood, and there is a desire of the Indonesian people at the national and local levels to adopt it and become a guide to life; 2) a common understanding among experts regarding multiculturalism and the building concepts that support it, and 3) the efforts that have been made to realize this ideal (Suparlan, 2002: 2).

The concept of multicultural cannot be equated with the concept of ethnic diversity or ethnic culture which characterizes a pluralistic society, because multicultural emphasizes cultural diversity in equality. Multicultural also reviews various issues that support this ideology, namely politics and democracy, justice and law enforcement, employment and business opportunities, ethical and moral principles and the level and quality of productivity as well as various other relevant concepts (Suparlan, 2002). In line with this, Blum in Atmadja (2003) argues that multiculturalism includes understanding, appreciation and assessment of one's own culture as well as respect and curiosity for other people's national cultures. This involves studying another person's culture, not in the sense of agreeing with every aspect of that culture, but rather trying to see how a particular culture can embody those values in its members. Multiculturalism consists of three things. Firstly, multiculturalism is related to culture, secondly to existing diversity, thirdly to real actions aimed at responding to this diversity. The suffix ism denotes a normative doctrine that is intended to be relevant to everyone in culturally diverse social contexts. Thus, multiculturalism is about understanding, appreciating and appreciating one's own culture as well as respect and curiosity towards other people's national cultures, not in the sense of agreeing with all aspects of that culture, but rather trying to see what a particular culture is. like. Culture can express values. for its members, it is said to work for everyone in the context of a culturally diverse society.

The concept of citizenship education based on multiculturalism

The development of multicultural education in Indonesia is very important. This takes into account the diversity of Indonesian society and other factors that constitute the experiences of Indonesian society. The occurrence of social disintegration and conflict during this period must be anticipated better and better, and the most likely way to do this is through programs based on multicultural education. In this context, one field of study that can be a vehicle for multicultural education is citizenship education. Mahfud (2010: 224) emphasized that Indonesia as a diverse country in terms of religion, ethnicity, class and local culture must develop the concept of multicultural education to serve as a guide for strengthening national identity. Gradually, citizenship education taught in elementary schools to universities must be refined to include multicultural education, such as local culture between regions, so that the younger generation can feel proud to be Indonesian. Budimansyah and Suyadi (2008: 331) argue that citizenship education plays an important role in multicultural education because citizenship education prepares students to become citizens who have a strong and consistent commitment to safeguarding the unitary state of the Republic of Indonesia. Citizenship education as a subject taught at all levels and types of schools practically includes psychopedagogy, namely the development of democratic citizens within the framework of education in formal and informal educational institutions. Sapriya and Winataputra (2004: 12) state that the task of citizenship education with a new paradigm is to develop three main functions, namely developing civic intelligence, increasing civic responsibility, and motivation. about citizen participation (Civica). participation). Citizenship intelligence is developed to form good citizens not only in the rational dimension but also in the mental, emotional and social dimensions, so that the new citizenship college is multidimensional. Therefore, citizenship education with a new paradigm demands that democracy be implemented intelligently and culturally. Therefore, democracy is not implemented by imposing one's will without being wrapped in the framework of statutory regulations. Initiating citizenship education based on multicultural education is a simple method and strategy for building the character of the nation's children who are able to live in the nuances of diversity. According to Malik Fajar (Nadiroh, 2006: 8), citizenship education is a means of developing the skills, character and character of democratic and responsible citizens, because one of the goals of citizenship education is to form the character of democratic citizens. Democratic education, which is part of the content of citizenship education, is realized when the socio-cultural components of the Indonesian nation are understood as the natural resources of the archipelago. The socio-cultural component is formulated in the form of multicultural education. As mediators in the classroom, community teachers must construct learning with a simple but meaningful approach, namely multiculturalism.

Citizenship education which includes multicultural education can and is easy to implement because it is simple, possible and affordable because it can be done directly in the classroom by teachers and students. With this simple model, it is hoped that citizenship education will be more meaningful for students and will remain strategic

learning content aimed at building national character that respects diversity. The aim of integrating multicultural education into citizenship education is so that every citizen respects diversity and provides equal rights to minority groups. national level in order to strengthen unity, national identity and the nation's image in the eyes of the international world. Therefore, the material presented is related to the individual and collective rights of every member of society, namely that every individual, including representatives of minority communities, has the freedom to be creative, work, even develop, advance and protect their own culture. justice and minority rights, freedom of expression and representing their aspirations in government or legislative structures, and tolerance. Therefore, citizenship education based on multiculturalism is a subject that instills multicultural principles into the lives of Indonesian people, which are expected to occur in the lives of students as well as their families, schools, environments and countries, so that they become democratic, responsible and mutually respectful. . diversity and promotion of diversity. Learning through a multicultural approach emphasizes how to deal with students who have different socio-cultural backgrounds and interests. In the learning process, students are trained to think critically and democratically so they can discover concepts, principles and values of diversity. Citizenship education includes multicultural material and teaches respect and tolerance. Civic competence plays an important role in educating students to face the various difficulties and problems they face in a multicultural society and respect social, cultural differences and cultural diversity. It needs to be emphasized again that diversity without equality is not multicultural, so that multicultural education in this sense must be seen as efforts to increase students' understanding of cultural diversity and equality. Students must understand that there are no differences in ethnic values and culture, religion, customs, Javanese, Sundanese, Batak, Dayak, Sasak, Bug, Madurese, etc.

To understand this concept, students must first understand the concepts of human rights, democracy, justice, law and politics. Schools as an integral part of society have students who have diverse characters as a reflection of their society. Schools in big cities are the most appropriate example to show cultural, religious, ethnic, linguistic and other diversity. Schools should pay special attention to this issue. Because the law and curriculum encourage multicultural education. Citizenship based on multicultural education does not aim to equalize diversity or unite very different cultures.this diversity. Citizenship education based on multicultural education aims to provide knowledge and experience to students so that they realize that even though they are different socially and culturally, they are one, can become Indonesian citizens, as creatures created by God and have the same rights and obligations. , and equality in the unitary state of the Republic of Indonesia. Therefore, no citizen has a higher or lower position than other citizens. Multicultural citizenship education as a way to advance the diversity of Indonesian society is important to be implemented and integrated into Indonesian education so that all Indonesian citizens can understand diversity while respecting differences, including personal differences (physical, gender, age, skin color). and size), as well as cultural, social, religious, linguistic, ethnic and class differences. Therefore, the treatment given must also pay attention to cultural origin. Citizenship education should not be generalized or generalized to different people. For this reason, citizenship education plays a very important role in advancing the diversity of Indonesian society so that diversity does not become a source of conflict but becomes a basis for tolerance and respect for existing diversity to create an Indonesia that is different but still one.

Conclusion

Based on the discussion that has been presented, this shows that multicultural education has now been integrated with the subject matter contained in the 2013 curriculum. The aim is for students to be able to appreciate and respect all existing differences and make these differences a citizenship status that is attached to them and becomes a characteristic of national life. and patriotic. Even so, the research results show that the implementation of multiculturalism education is carried out with three activity programs, namely) content-oriented programs, b) student-oriented programs, and c) socially oriented programs. Apart from that, multicultural education is also implemented through online learning, namely through applications such as WhatsApp groups, Zoom, and Google classrooms, as well as offline, namely by using student handbooks, student worksheets, etc. So teacher strategies in multicultural citizenship education can be done in various ways, including through curriculum development, through student development programs, and also through several methods such as Cooperative Learning, Inquiry Learning Approach, Active Learning, Teaching in Differentiation, and Interdisciplinary Unit Program.

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