



Multicultural Education Based on Divinity and Unity Values to Improve Tolerance Character

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ABSTRACT

Multicultural education is one of the important approaches in shaping the character of Indonesia as a plural nation. This paper discusses the concept of multicultural education based on the values of divinity and unity, and how this approach can enhance the character of tolerance among students. Through literature review and descriptive analysis, the article emphasizes that the values of divinity and unity contained in Pancasila serve as the philosophical foundation of multicultural education in Indonesia. The research method employs a qualitative approach with library research and conceptual analysis. The findings indicate that multicultural education grounded in the values of divinity and unity can strengthen tolerance, solidarity, and respect for cultural, religious, and ethnic diversity. This article is expected to serve as a reference for educational practitioners in designing inclusive learning strategies oriented toward the development of tolerant character.

Keywords : Multicultural education, divinity values, unity, tolerance, national character

Introduction

Indonesia is known as a country with a very high level of diversity. More than 1,300 ethnic groups, hundreds of regional languages, and diverse beliefs and cultures coexist in a single region known as the Nusantara (Indonesian Archipelago). This diversity is a gift that serves as a national identity and a priceless treasure. However, on the other hand, this heterogeneity also has the potential to cause social friction, conflict, and division if not managed wisely. Therefore, education plays a central role as a means of instilling understanding, attitudes, and skills in dealing with differences. One relevant approach is multicultural education, based on the values of divinity and unity. The concept of multicultural education is essentially not merely teaching knowledge about ethnic, cultural, linguistic, or religious diversity. Furthermore, multicultural education emphasizes the development of tolerance, respect for differences, and efforts to uphold humanitarian values. Students are not only encouraged to understand that differences are inevitable but are also guided to utilize diversity as a strength to strengthen national unity. In other words, multicultural education aims to produce a generation that has an understanding of diversity and a commitment to the nation's core values. Arfa, AM, & Lasaiba, MA (2022). The divine value embodied in the first principle of Pancasila, "Belief in the One and Only God," serves as a fundamental foundation for multicultural education. This value affirms that every human being has the freedom to believe, worship, and practice their religious teachings. Respect for the beliefs of others is a key pillar in maintaining harmony in living together. In the context of education, divine values can be implemented by cultivating an inclusive, not exclusive, religious attitude; an attitude that teaches students not only to adhere to their own religion but also to respect other faiths with tolerance. Thus, students do not grow up with narrow fanaticism, but rather with an understanding that diversity of beliefs is part of God's will and must be respected. In addition to divine values, the third principle of Pancasila, "Indonesian Unity," provides important direction for multicultural education. The value of unity emphasizes the importance of togetherness and a sense of

nationalism amidst diversity. Through multicultural education, students are encouraged to understand that despite differences in ethnicity, language, and religion, they remain united as the Indonesian nation.

In practice, the value of unity can be implemented through learning activities that emphasize cross-group cooperation, intercultural dialogue, and the development of social empathy. Such activities can strengthen solidarity and reduce negative prejudices that may arise from differences in background. The implementation of multicultural education based on the values of divinity and unity can be applied in various aspects of learning. Teachers can use discussion methods, case studies, and collaborative projects involving themes of diversity. Learning materials can also be adapted to the realities of local diversity so that students can see the direct relevance of multicultural values to everyday life. Furthermore, schools as educational institutions need to create an inclusive climate, for example by providing space for all students to express their cultural and religious identities openly without discrimination. In this way, students can learn in an environment that respects differences while fostering a sense of belonging to the larger community. Tugiman, T. (2023). Thus, multicultural education based on the values of divinity and unity is not only a necessity but also an inevitability in the life of the nation and state. This education serves as a moral bulwark capable of producing a young generation that is religious, nationalistic, and tolerant. Divinity provides spiritual and moral direction, while unity strengthens national bonds. When these two values are combined within a multicultural educational framework, a generation will emerge that is not only intellectually intelligent but also socially and emotionally mature. This generation is expected to maintain national unity amidst the challenges of globalization and the increasingly complex flow of differences.

Research Methodology

This article uses a qualitative approach with a library research method. Data was obtained from various literature, such as books, journals, scientific articles, and documents relevant to the themes of multicultural education, divine values, unity, and tolerance. Data analysis was carried out descriptively-analytically by examining existing theories, then connecting them with the reality of education in Indonesia

Results and Discussion

The Concept of Multicultural Education Based on the Values of Divinity and Unity

Multicultural education in Indonesia cannot be separated from the values of Pancasila. The first principle, "Belief in the One and Only God," emphasizes the importance of spiritual values in building the nation's life. The third principle, "Unity of Indonesia," teaches that even though society consists of various ethnicities, religions, and cultures, they remain united as one nation. By integrating these two values, multicultural education not only teaches respect for diversity, but also builds a strong spiritual and nationalistic foundation. Rosmalinda, R. (2024)

Application of the Values of Divinity and Unity in Multicultural Education

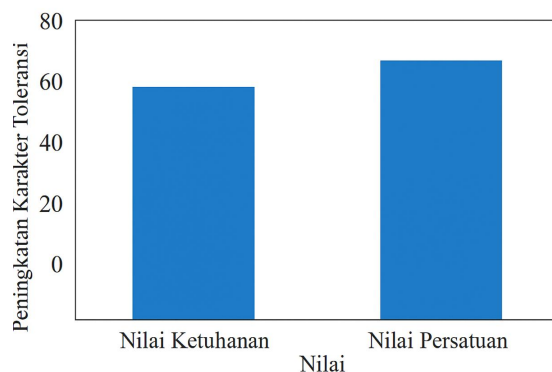
The application of divine values can be done through learning that emphasizes moral, ethical and spiritual aspects. Teachers can provide examples of religious attitudes, teach prayers before studying, and relate religious values to learning materials. Meanwhile, the implementation of the value of unity can be realized through activities that foster a sense of togetherness, such as cross-cultural group work, discussions on diversity, and extracurricular activities that involve students from various backgrounds.

Table 1. Application of the Values of Divinity and Unity in Multicultural Education

Mark	Form
Deity	<ul style="list-style-type: none">• Pray together before studying• Moral and ethical education• Exemplary religious teacher
Unity	<ul style="list-style-type: none">• Cross-cultural and interfaith discussions• School mutual cooperation activities• Cultural competition between students

The Influence of Multicultural Education on Tolerant Character

Multicultural education that integrates the values of divinity and unity has been proven to be able to increase the character of tolerance. Students who understand divine values will be more respectful of other people's beliefs. Meanwhile, students who instill the value of unity will more easily accept differences as a national strength. others. (2023).



Graph 1. The Relationship between Multicultural Education and Tolerance Character

The diagram displays two bars representing the values of divinity and unity in relation to increasing the character of tolerance. Desmila, D., & Suryana, D. (2023).

- The value of divinity is shown at around 60%. This means that the implementation of religious values (such as communal prayer, moral education, and moral role models) significantly contributes to increasing tolerance, although further strengthening is needed
- The Unity value is displayed at around 70%. This indicates that aspects of unity (e.g., mutual cooperation, cross-cultural discussions, and communal activities) have a stronger influence on increasing tolerance than the divinity value alone.

The results of this study reinforce previous findings that multicultural education is an effective tool for building tolerance. However, successful implementation depends heavily on teachers' role models, an inclusive curriculum, and a supportive school environment. In addition, the challenges faced are the persistence of stereotypes, prejudice and discrimination in everyday life. To overcome this, multicultural education needs to be designed systematically by involving families, communities and religious institutions.

Divine Values as the Foundation of Morals and Ethics

Religious values are a key pillar in shaping students' personalities. The first principle of Pancasila, Belief in the One and Only God, affirms that the life of the Indonesian nation is built on a spiritual foundation grounded in faith and piety towards God. In education, religious values are translated into various practices, such as the habit of praying before studying, the integration of moral values into learning materials, and the exemplary behavior of teachers who demonstrate religious attitudes in daily life. Through religious values, students are guided to develop an awareness that human life is not only measured by material achievements, but also by the quality of morals, kindness, and respect for others. Thus, religious values form an ethical basis that encourages students to avoid discriminatory and intolerant attitudes. However, the implementation of religious values often faces challenges, such as differences in interpretation of religious teachings or limited space for interfaith dialogue in schools. This may explain why the contribution of religious values to tolerance in the graph is slightly lower than that of unity.

The Value of Unity as a Practical Means of Cultivating Tolerance

The value of unity is reflected in the third principle of Pancasila, "Unity of Indonesia," which emphasizes the importance of maintaining togetherness amidst diversity. In multicultural education practices, this value is realized through various activities that encourage interaction across cultures, ethnicities, and religions. For example, mutual cooperation activities clean the school environment, arts and culture competitions between students, interfaith discussions, or group work involving students from diverse backgrounds. The value of unity is easier to put into concrete practice because it directly touches on aspects of students' social lives. Through intensive interaction, students learn to understand differences, reduce prejudice, and build solidarity. This real-life experience then strengthens attitudes of tolerance, as students are not only taught to "know" about differences but also "experience" diversity in their daily activities. Therefore, it is not surprising that the graph shows that the value of unity has a higher influence on tolerance.

Synergy of Divine Values and Unity in Multicultural Education

Although the graphs show different numbers, the values of divinity and unity are not mutually exclusive but rather complementary. Divinity provides a moral and spiritual foundation, while unity provides a concrete arena for practicing tolerance. In other words, divinity shapes conscience and mindset, while unity shapes social habits and skills for living together. Relying solely on divinity can lead to tolerance remaining merely normative—mere moral recommendations that are not necessarily implemented in real life. Conversely, relying solely on unity without a

foundation in divinity can lead to fragility due to the lack of a deep moral awareness. Therefore, integrating the two is key to the success of multicultural education in building a tolerant character.

Implications for Education in Indonesia

The results of this analysis have important implications for the world of education. First, the curriculum needs to systematically integrate the values of divinity and unity, both in Pancasila Education, Religious Education, and extracurricular activities. Second, teachers must be consistent role models, as good examples are more effective than mere verbal instruction. Third, schools need to create an inclusive ecosystem that provides space for all students to interact across cultures without discrimination. Multicultural education based on the values of divinity and unity is also relevant to global challenges. In the digital era, students are easily exposed to information that can trigger intolerance, such as hate speech on social media. With a strong educational foundation, they will be more critical in filtering information and less easily provoked.

Relevance to the Article Title

The title of this article, "Multicultural Education Based on the Values of Divinity and Unity to Enhance Tolerant Character," finds its relevance through the results and discussion above. Multicultural education is not merely an introduction to diverse cultures, but rather an educational system rooted in the fundamental values of the Indonesian nation, namely divinity and unity. These two values, if consistently integrated, will strengthen the character of tolerance that is so necessary in a pluralistic society like Indonesia. Thus, even a simple diagram can convey an important message: the values of divinity and unity both contribute, in different portions, to the formation of a tolerant character. This message aligns with the mandate of the constitution, the philosophy of Pancasila, and the goal of national education to produce a generation that is faithful, intelligent, and has an Indonesian personality. Fatikhah, MH (2020),

Conclusion

Multicultural education based on the values of divinity and unity has an important role in improving the character of tolerance in students. By instilling the values of spirituality, morality, and national unity, the younger generation will be able to appreciate differences, avoid conflict, and build a harmonious life in a pluralistic society. This article recommends that schools and universities integrate multicultural education into the curriculum more intensively, and involve all stakeholders in the learning process.

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