

ABSTRAK

ASEP MULYANA: Internalisasi Nilai-nilai Kebangsaan Dalam Masyarakat Multikultural (Studi Kasus di SMAN 2 Kota Cirebon)

Penelitian ini bertujuan menemukan model internalisasi nilai-nilai kebangsaan dalam masyarakat multikultural di sekolah, baik melalui proses pelebagaan, sosialisasi maupun internalisasi. Proses-proses tersebut diharapkan berimplikasi terhadap pembentukan pengetahuan moral (*moral knowing*), perasaan moral (*moral feeling*) dan tindakan moral (*moral action*) keseharian para siswa. Model internalisasi tersebut diharapkan dapat menjadi solusi strategis dalam mengantisipasi fenomena masyarakat Indonesia (multikultur) yang semakin mengalami pergeseran nilai-nilai kebangsaan, baik disebabkan konflik kepentingan, maupun kepedulian sebagai sesama bangsa. Hal tersebut ditandai dengan menipisnya nilai-nilai kecintaan terhadap tanah air, memudarnya rasa persatuan dan kebhinnekatunggalikaan (multikulturalisme), toleransi, dan gotong-royong antar sesama bangsa. Penelitian ini mengambil latar atau setting di SMAN 2 Kota Cirebon sebagai sekolah yang memiliki karakteristik multikultural. Penelitian ini menggunakan pendekatan kualitatif dengan metode studi kasus. Teknik pengumpulan data dilakukan dengan observasi, wawancara mendalam (*dept interview*) dan analisis dokumentasi. Hasil penelitian menunjukkan, bahwa model internalisasi nilai-nilai kebangsaan di sekolah, *pertama* lewat pelebagaan yaitu dengan memasukkan program nilai-nilai kebangsaan ke dalam visi dan misi, kurikulum sekolah, silabus, RPP dan program intra dan ekstra kurikuler serta aturan-aturan sekolah. *Kedua*, lewat sosialisasi yaitu dengan mengkomunikasikan dan melibatkan para *stake holder* antara lain, Komite Sekolah, Kepolisian, TNI (Tentara Nasional Indonesia), Dinas Pendidikan, Kesehatan, Perbankan, PMI (Palang Merah Indonesia), dan BNN (Badan Narkotika Nasional). *Ketiga*, melalui pembudayaan nilai-nilai kebangsaan dalam proses pembelajaran di kelas, dalam lingkungan sekolah dan dalam keterlibatan pada kegiatan intra dan ekstra kurikuler. Terbukti dengan melalui tahapan-tahapan tersebut dan dilakukan secara terencana, terukur dan berkelanjutan, SMAN 2 Kota Cirebon dapat menginternalisasikan nilai-nilai kebangsaan dalam tindakan para siswa sehari-hari, seperti bangga dengan segala bentuk yang dimiliki dan dihasilkan Indonesia, cinta almamater, disiplin, mentaati aturan, mengejar prestasi, senang bergaul, berkomunikasi dan saling tolong-menolong dengan yang berbeda budaya, etnik dan agama, menolak dan mengecam perilaku koruptif, dan segala bentuk terorisme, serta gerakan sparatisme primordialisme. Keputusan-keputusan moral para siswa tersebut merupakan kristalisasi yang integral antara pengetahuan moral, perasaan moral serta tindakan moral.

Kata-kata kunci: *internalisasi, nilai-nilai kebangsaan dan multikulturalisme.*

Asep Mulyana, 2015

INTERNALISASI NILAI-NILAI KEBANGSAAN DALAM MASYARAKAT MULTIKULTURAL

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

ABSTRACT

ASEP MULYANA: The Internalization of National Values in Multicultural Communities (A Case Study of SMAN¹ 2 Kota Cirebon)

The research aims to find a model of national values internalization in multicultural schools, either through institutional, extension, or internalization processes. The processes are expected to impact on the formation of moral knowing, moral feeling, and moral action of students in their daily life. In addition, the resulted internalization model is expected to be a strategic solution in the anticipation of the increasingly shifting national values among Indonesian multicultural societies, either caused by conflict of interest or the lack of social awareness among the people. The phenomenon is marked by the diminishing values of patriotism and the fading sense of belonging and unity in diversity (multiculturalism), tolerance, and mutual aid among the people. The research took place at SMAN 2 Kota Cirebon as a school with multicultural characteristics. It adopted a qualitative approach with a case study method. Data for this research were collected through observation, in-depth interview, and documentary analysis. The research results demonstrate that the model of internalization of national values in schools is implemented: *First*, through institutionalization, namely by including programs of national values into the school's vision, missions, curriculum, syllabus, lesson plans, intra- as well as extracurricular activities, and regulations. *Second*, through extension programs, by communicating with and involving the stakeholders, among others, the School Committee, the Police, the Indonesian National Armed Forces, Department of Education, Department of Health, Banks, Indonesian Red Cross Society, and National Narcotics Agency. *Third*, through the cultivation of national values into classroom teaching and learning process, the school environment, and students' participation in intra- and extracurricular activities. It has been proven that through well-planned, well-measured, and continuous implementation of the model, SMAN 2 Kota Cirebon can successfully instill the national values in students' daily behaviors, such as observed in their pride with any product possessed and produced by Indonesia; love for their school; discipline in obeying the rules; enthusiasm to achieve; love for socialization and communication; willingness to help each other regardless of cultural, ethnic, and religious backgrounds; and rejection and condemnation of corruptive behavior and any form of terrorism as well as separatism and primordialism. These students' moral stances are the crystallization of their moral knowing, moral feeling, and moral action.

Keywords: *Internalization, National Values and Multiculturalism*

¹Sekolah Menengah Atas Negeri, equivalent to State Senior High School
Asep Mulyana, 2015