



THE IMPLEMENTATION OF MULTICULTURAL EDUCATION TO SOCIAL STUDIES LEARNING THROUGH ART AND CULTURE ON 21ST CENTURY SKILLS

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Abstract : Multicultural education exists on the subject matter at school. Multicultural identic with culture and also there are ethnic which include the difference of behavior, attitude, habit, language and procedure of communication. Everyone has their own ideology in accordance with their environment, multicultural education serves as a deterrent to discrimination between individuals or groups. So that people become plural. Multicultural also relates to art in accordance with local culture applied to each region. Diversity created the community, especially learners to think critically in addressing so that formed a good attitude of tolerance and mutual respect among fellow Indonesian nation. In 21st century skill as like creative and innovative, collaborative and communication, critical thinking, and problem solving, multicultural education is important for learners to help children who are aware to become a social society in the environment and students can build creativity for creating or renew culture art then be an exist in a millennial generation.

Keywords : multicultural education, culture, art

I. INTRODUCTION

Indonesia has a range of cultural regions. Culture of Indonesia are diverse and can be seen from various art ever shown by student at a particular event. Currently, art education is already contained on subjects in secondary school program that has been designed. Art education is running with more than theory to practice. Art is not just a theory but practice is more important because of the seeming to teach children to get in touch directly how to know, what and why that art deserves to be preserved. Social studies preached tolerance, mutual respect and mutual appreciate between tribes and other in accordance with our motto "*Bhineka Tunggal Ika*" which means different but one.

The current globalization can actually threaten the preservation of cultures in Indonesia and the most important is to rebuild Indonesia's cultural identity (a. s. Mubah, 2011). Globalization is a bad virus for the existence of culture, cultural sustainability improvement strategy (a. Mubah, 2011). Given the current of 21st century with the rise of information technology where today, learners can have a chance in deepening the art and interact with culture and other cultures (Ferdig, Coutts, Dipietro, Lok, & Davis, 2007). Information technology in this era of globalization, can impact both good and bad depending on how well each individual addressing the industry revolution 4.0 already known worldwide and could not be inevitable indeed already present amongst the people Indonesian.

Creativity and innovation is needed to be able to compete in digital era, creativity is also required to maintain the traditional art and collaborate a variety of modern art so it can



be formulated with a postmodern art. We know about art as like dance, music, and painting where art is a means of communication that is used to convey message that contains values, norms and rules (Machmud, 2013). The art has existence of each corresponding character. Many among the young is currently choosing to western music with a sense of cool and a bit to forget that we also have many unique arts which will not be found in other world.

Multicultural education applied in social studies learning to be able to teach and give an understanding in students about culture. Multicultural education aims to provide cross cultural understanding to students with learning material as well as based on the aspect of pedagogy to be aware (Chang, Pak, Sleeter &, 2018). The application of multicultural education, appropriate programs that can generate new skills and have the expertise to perform an innovation (Derderian-Aghajanian, 2010). In student interaction, teachers see directly practice created and meaningful by using their five senses. (Caronia, 2001). Because students directly contact with what they learn, they are also trying to find out for yourself what needs to be improved in understanding a subject matter.

Education can be a primary step for reconstruction of culture in multicultural democratic society (Sudrajat, 2014). In this regard, on multicultural education emphasis to skills in behave. Teachers should educate students to appreciate the difference, the rights of others and democratic. (Rosyada, 2014). Multicultural education is incorporated into the curriculum and be able to implemented subjects in learning process. The right way to implement multicultural education begins in the classroom. The purpose is to understand about the habits, values and beliefs of a culture and explained that cultural was not to enrich a country's existence but to build the diversity of each country.

II. DISCUSSIONS

A multicultural society is materialized multiculturalism that means ideology about a difference in equivalence. (Suparlan, 2002). Multicultural education teaches how to live together with people from different backgrounds as like art, ethnicity, race and gender are different. (Wasonga, 2005). Multicultural is related to the local culture where local wisdom values up to now there and survive in the middle of globalization era (Ramadan Syriac &, 2018). The development of local culture didn't become priority and certainly become extinct, the necessity of renewal so that it can continue to evolve in accordance with the original form (Sutiyono, 2016). According to how addressing the existence of new culture that exist in accordance with the philosophy that has been preserved.

The society need to prepare younger generation by teaching and developing human intelligence in accordance with the purpose (Rachmawati, 2012). Mutual understanding is appreciated should be built to be able to generate cultural value and the origin of local State entities (Amirin, 2012). The values of solidarity, tolerance, love of peace must be constructed and be reflected in the daily behavior (Jiyanto & Efendi, 2016). Students should be able to respond concentration difference that exists in a culture and how we as a person who has knowledge can make a difference that becomes equation or diversity that anyone can join to motivate others.

Studying the culture variety requires a multicultural education curriculum that can be applied to students be involved in social groups in society. The one of implement it is to learn global education in multicultural, students can understand about the diversity of



cultures with one another and to realize the existence of cultural perspectives from other Nations (Ameny-dixon, 2004). Multicultural education prepares students with their skills, attitudes, and perspectives are required to be used in communication process and meet the global challenges (Yao, Buchanan, Chang, & Powell-brown, 2009). Environmental sustainability and social sustainability can be obtained in global education which taught how to shape someone professional (Duraković et al., 2012).

As for the way to the strengthening of multicultural education is by integrating curriculum and school programs as well as models and methods used in the classroom (Suryaman, 2014). Multicultural education is the approach that was adopted to respond cultural diversity in society and educational system. Multicultural education has components identified, those are anti-racism Education, acceptance of diversity, peaceful coexistence of plurality & with other groups, the fairness of education. attention to multicultural education, curriculum on global and national situation is an inevitable necessity. (Mostafazadeh, 2015).

The current study is inseparable on 21st century skills where we have studied a change that cannot be avoided, depending on us as social beings who have the intellect and skills learned how to cultivate correctly in order to engender a positive thing. 21st century skills applied to some thoughts (Trilling & Fadel, 2009:49):

a. Creative and Innovative

In this era of globalization, societies have to compete creatively (Sholahuddin & Wahyuddin, 2015). Creative and innovative is not only directly in humans, it requires a process and requires a new service to be able to enhance a knowledge in creative activity. The process required to arrive the stage of creative and innovative requires a seriousness, everyone has expertise in each of creativity. With the sophistication of technology, human beings can thrive and can benefit from the natural resources properly fit what became his desire, something new is needed with creative. Vygotsky stated that creativity is important is owned by society to a realization in life because every human being has the expertise of each (Lindqvist, 2010).

b. Critical Thinking and Problem Solving

Critical thinking is an ability where students can analyse, interpret, evaluate, summarize and provide a synthesis of information on the whole, as well as how to generate a solution to a problem. in this case, student can critical thinking to be able to find out something and trying to discover for themselves what they want. (Bygrave, Cool-Dizdar, Kaur Saini &, 2014). Critical thinking can be learned with how to find what questionable looking directly through the activities and collect data. Use the knowledge learnt and apply critical thinking skills and resolve problems (Trilling & Fadel, 2009:50). Applied as a result of learning process to solve problems around.

c. Communication and Collaboration

A learning always culminate in students should have good communication, have good language, fluent reading and has a good writing. Through digital tools, it above started to develop broadly and in depth to be used as a study. The start to someone to communicate with others through face-to-face



but it's been changed through the online media that has been rampant in this world. in this 21st century students are expected to compete and create human resources able to build community social settings (Wijaya, Sudjimat, & Nyoto, 2016)

The existence of good communication can produce an effective collaboration in creating that is diverse and can be responsible for became obligations in work together and everyone has the value contribution of each group. Some skills can communicate well through learn method provided i.e. communication directly in order to make the purpose of communication is carried out. Physical contact and face-to-face is very necessary because everyone has a style of speech and language are different. Students should be able to create new ideas with others through the experience that gets (Subanun, 2017).

Multicultural education learning model based local wisdom is more effective in improving the academic student-multicultural competence in comparison with conventional (Zuriah, 2017). Teachers have a learning development for students in multicultural education as a daily practice (Bigelow, Wesely, & Opsahl, 2009). In preparing educators to multicultural education, need to know in this digital era is about a difference of student background (Childs, 2017). The main purpose of multicultural education is to restructure the schools so that all students acquire the knowledge, attitudes and skills needed to enable nation and world that ethnically different and race. (Rukiyati, 2008). Multicultural has an important role for Indonesian society who are living and socializing with a variety of people and tribes, we know that Indonesia has a range of races and tribes where they must have a sense of tolerance each other.

2.1 ART

Concerned with the local wisdom and does not eliminate culture that historically is the one of multicultural learning (Diharto et al., 2018). Learning against traditional art can be important for society to understand multicultural education in Indonesian pluralism (Ambarwangi, 2013). The difference will create a dynamic and human life meaningful (Rohadi & Rohadi, 2017). So many traditional arts in Indonesia, in fact every area has their respective arts. This art can also as a form of communication where by society check uniqueness in every area so having a culture of diversity and understanding each other (Kartika, 2016).

Local wisdom is one of the nation's identity. A strategy to conserve and inherit local wisdom is to integrate it into lessons, including foreign language, which is taught in school. Local wisdom necessary activities in teaching a foreign language, even though they need to learn a foreign language, they will not lose their original identity (Albantani & Madkur, 2018). Inclusion policies that promote community ideology and language in schools through responsible education culture and Linguistics. But the research community inclusion and diversity do not always achieve desired transformation from material conditions and social lines fair for poor students and marginal (Davis, Phyak, & Bui, 2012). Did the implementation of theatre as a medium of education multicultural traditions (Al-Ma'ruf, 2014).

For the people that want to reach perfection becomes a social creature must understand and learn art of being and behave in social life (Achmad, 2017:7). Perform actions with thought and taught wisdom. Not only that, some arts such as music,



painting and dance can also strengthen between the ropes of community because art is to be a unifying nation and nothing else will be preservation-the grandson of our elders. The existence of show every region is also one way to unite society with the same tribe so tightly a bond of brotherhood.

2.2 CULTURE

The understanding student towards existence of a backgrounds diversity which include: social, economic, religious, tribal, and regional, language and culture can be said to be one of the multicultural education process with long-term goals. The value of indigenous knowledge the understanding of diversity necessary for training in school so that they are accustomed to accept existence of differences and Diversities in their environment (Sunani, 2017). The application of multicultural education, students can understand, accept and appreciate people of tribe, culture and different values. (Praptini, 2010) and by existence of uniqueness for Indonesia in strength and harmony with principles of unity and diversity that is Bhineka Tunggal Ika which means different but one (Lestari, 2015).

How to preserve local cultural values are directly done filtering and will be rejected if it is true that cultural change (Nasution, 2017). To maintain the sustainability of local culture, we should be able to dominate the old values against new values as cultural principle (Suwardani, 2015) because it cannot be denied, the need for an attitude of mutual respect and awareness of differences existence to avoid a conflict that would arise within the Community (Rufaida, 2017).

In General, these schools offer a model of organizing education with a particular base, such as the base of expertise, cultural base, base of religion, etc. (Hariyati, 2014). This becomes a good thing to do because it is Indonesia consists of a wide range in diversity that exists need for education development based on culture so that despite changing times. Multicultural education, this dimension includes a content integration, equity pedagogy, the construction and transformation of knowledge, empowering school culture and social structure, and the reduction of prejudice. (Chin, 2013). A culture that will be developed is about attitudes of tolerance and mutual appreciates against since it's the easiest to most difficult applied. In millennial generation is currently less concerned about the environment and began to forget traditional culture of our country and more comfortable being on the likes of westernized culture zone now scattered throughout Indonesia even the world.

2.3 MULTICULTURAL EDUCATION IN SOCIAL STUDIES LEARNING

Multicultural education into a new curriculum in Indonesia and implemented flexibly to some basic principles of multicultural. The school is an agents of socialization that is used by society to form a social group who have skills and knowledge as well as morals, attitudes, and behavior. At school, students can cultivate interest and talent that is indeed being rights students fit what they wanted. In learning process, teachers not only convey material but also seeks to make students understand material so that value of contained can be applied by students in society (Asmarani, 2018)

In Indonesia, multicultural education is not yet fully applied, as evidenced there are still violence between students or teachers and students is also a brawl involving a



community in schools with other communities. The presence of bullying in intercultural school classmates or others, where minorities are more backward than majority where formed long ago. This needs to be fixed because all students need the same rights in obtaining education and also a good life. Social life among teenagers. In the city much is distorted along with digital era that many follow negative habit and increasingly becoming individual and selfishness that makes forgotten high importance of maintaining individuals to continue to be able to be creature social mingle with each other.

Teacher perceptions of multicultural education and various approaches to multicultural curriculum and pedagogy should be explored (Alismail, 2016). Multicultural education is important in each levels of education this is due to perceive to social change and have a commitment to fostering respect for diversity (Tarman & Tarman, 2011). Teachers have a responsibility in multicultural education for transmission can have a peaceful attitude and respect (Yılmaz, 2016). An attempt to determine teacher perceptions towards multiculturalism are important because they are responsible for Organization of class learning environment (Tonbuloglu, Aslan, & Aydin, 2016).

As educators should have a variety of ways to eliminate egoism perspective students with ways to give knowledge and skills to develop and reflect cultural values. Theater, music and Visual arts education is used as a means to achieve a goal (Yaya & Yousif, 2014). Students should not be given a sense in a way punished or given lessons, by implementing a wide range of culture and the arts that they know is enough to represent that Indonesia is rich in diversity.

The current multicultural education should be instilled in students through a teacher is able to give understanding and action that cultural diversity important to know to make a good people on anyone and see others as our own brother, democratic thinking and humanism as well as pluralism in order to appreciate each other. Religion also gave an important role in multicultural education because it relates to a person's ethics in being. On educational programs, Social Studies (Sapriya, 2011:48) States that the existence of four dimensions in social studies learning are knowledge, skills, values and attitudes and actions where each dimension has a continuity in implementing education so that a good student can be realized and useful to the nation and State.

The authors discuss their efforts to make a reality of multiculturalism in the classroom of the future students (Veblen & Odom, 2005) by developing arts and culture that is easily understood by students about the environment surrounding regions. Professional development is an important key to improving multicultural literacy among teachers, and this training can lead to critical thinking and learning environments multi-perspective that affirms and pushing to students who are bigger and more diverse (Mayo & Larke, 2011).

III. CONCLUSION

Multicultural education is easy to apply to students in class in particular and general society because multicultural becomes important to teach students tolerance varied life as well as being. The process also appreciate each other ought to be built to produce students



who are kind and enjoy the journey as a social community that needs someone will be doing something that cannot be done in private. Moreover, the multicultural education is easy to apply by studying arts and culture in student residence for the local art and culture isn't extinct to future.

To be able to preserve artistic and cultural need for multicultural education for a variety of development models and learning methods are unique and easily accepted by students if art and culture it is important to preserved as a society a multicultural learning through social studies learning processed and adapted to the development of 21st century skills that become guidelines for educators to understand the current students.

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