Taking Apart the Multicultural Awareness through Multicultural Education in Curriculum 2013

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A. Introduction

It is the new thing for multicultural. It is not only discussion about muticultural discourse, but also public policy. The discourse about multicultural has become education, training, and short discourse items. It is widely to take the title in the discource. It is caused that the understanding of multicultural phenomenon is the necessity for etnic, religion (free from communication and interaction of etnic, religion and other group).

It becomes the interesting issue if the issue becomes the factual disintegration. It is caused by multicultural fact that brings the people. Therefore, the multiculture is not only become the the important thing for the group people, but also for the government, country, religion, nad politics. The problem of multicultural education in Indonesia is different from the problem of other country that has the different uniques. One of solving the problem is that it can be solved by the multicultural education through the culture learning. The education has character and function in the culture transfer.

The multicultural could be understood as the culture variety in a community.

In the culture variety has interaction, tolerance, and integration and disintegration. In otherwords, the multicultural is a fact that should be received and made positively by the cultural development. The concept of multicultural society is presented to distinguished the explanation of monoculture society. The monoculture society is the

Archais soeiety or the ethnic that all the members are bond in the dominant percantage and forceful in the strucural society. Besides, multicultural society is the the society that consist of the ethnics and variety of the cultural, but their life are side by side.

Their community life are not organized by the only culture system that is closed, but also consist of the variety of value system. The postulate of the multicultural society are not apart of large migration of new inhabitant. The understanding of multicultural society and multiculturalism is firstly presented by Charles Hobart as sociologist at 1964 in Winnipeg/Manitoba Canada on the council of Canada conference of Christian and Yesus. Those understanding refer to a phenomenon of multiethnic migration and the large community. Though, the multicultural community concept still becomes the problems. Generally, multicultural community is called as the association of variety community that have exist culture on the one area, such as Hoffman-Nowotny emphasizes the multicultural community that it has two or more separate communities from the majority communities. Besides that, one of them come into the awareness of feeling togetherness and identity of overall life to become feeling of calm and safety together.

In the one side, the observers think that multicultural become the source of combining the ethnic variety, but the variety is a potential conflict that is manifest at any time when the primordial spirit is not able to be managed and controlled wisely. In the history, conflicts that are arisen because of multi-cultural factual conditions are always variety between one region to another. It can seep into Indonesia's political process (eg, elections in some areas). However, along with unrest in various regions of the country, the level of migration to a relatively safe area becomes higher, so it is reasonable if this phenomenon should be anticipated in a positive way. At this point, it is necessary the strategy in the dynamic multicultural community empowerment.

One reason that is often cited in relation to the absence of horizontal conflicts caused by multicultural is tolerance high levels that is embraced by the community. In addition, the presence of customs bond is so strong, so the horizontal conflicts can be anticipated as early as possible. When explored further answer to this, it will get an answer on why the tolerance levels are so strong in certain ethnic?

Phenomenon above is a phenomenon of typical Indonesia as a nation of a *bhineka tunggal ika*. Indonesia has a diverse culture that made possible the existence of cross-cultural encounter. If the meeting of cross-cultural is not managed well, so it is possible that conflict will be easily broken. Therefore, this 2013 curriculum improvement is the best moment in multicultural awareness paved the Indonesian nation. Through the teaching materials are presented in an interesting and multiethnic presenting figures are expected to bring a new face in the nation and the diverse Indonesian culture.

B. Discussion

1. Multicultural education

Indonesia is one of the largest multicultural countries in the world. The truth of this statement can be seen from the socio-cultural and geographical conditions are so diverse and widespread. In addition, Indonesia is one of ten of developing countries. As a developing country, Indonesia can make education as a strategic tool in the effort to build a national identity that is characterized by cultural diversity. In line with that, multicultural education offers an alternative through the implementation of educational strategies and concepts based on the utilization of the diversity that exist in the society, especially the students such as ethnic diversity, culture, language, religion, social status, gender, ability, age and race. It is based on some of the following considerations:

First, multicultural education inherently is appropriate with the philosophy of the Indonesian nation culturally diverse, like to mutual aid, help, and respect among one another. It can be seen in chronological portrait of this nation that are filled with the intrusion of foreign tribes and acculturated with the indigenous people. For example, Chinese ethnic, Arab ethnic, Arya ethnic, Europe ethnic, African ethnic and so on. All the tribes have been able to adapt culturally to the indigenous tribes of Indonesia. For example, Javanese, Batak, Minang, Bugis, Ambon, Papua, Dayak and Sunda tribes. The process of adaptation and acculturation that took place among the tribes by ethnicity who came later, it is conducted peacefully without excessive oppression.

Second, multicultural education provides a bright hope in overcoming the turmoil of society that occurred lately. Multicultural education is education which always upholds the values, beliefs, heterogeneity, plurality, diversity, and any aspect of society. Thus, multicultural education which do not make all people as equal human newfangled, same personality, same intellectual, or even the same belief as well. Multicultural education upholds any aspect of the difference in the field.

Third, multicultural education upholds aspects of diversity in intelligence. Gardner (1983) found the existence of multiple intelligences in humans. Education today must accommodate all types of intelligence that commonly known as multiple intelligences. Multiple intelligences are one of the breaths in the multicultural education. It was realized that the human with all their uniqueness has a wide range of intelligence. If they meet in a community, it is made possible these differences that can be a trigger of conflict.

Fourth, multicultural education is as resistance fanaticism that leads to the various types of violence. Violence arises when the channel is no longer peace. Violence is as a result of the accumulation of various social issues that are not solved completely and mutual acceptance. Thoroughness of the completion of the various problems of society is a prerequisite for the emergence of peace. Fanaticism can also narrow led to the emergence of violence. Fanaticism is also the dimension of ethnicity, language, rates, religion, or even thinking systems in education, politics, law, economic, social, cultural, and other aspects of life.

The considerations above need to be assessed and re-contemplated for the perpetrators of education in Indonesia. One of them is developing a model of multicultural education; it is education that is able to accommodate so many thousands of differences in a area that is harmonious, tolerant, and respectful. The model is expected to be one of the pillars of peace, prosperity, happiness, and harmony in the life of Indonesian society. Therefore, multicultural education is a response to the development of the diversity of the school population, as demands equal rights for each group.

In another dimension of multicultural education is curriculum development and educational activities for entering the various views, history, accomplishments and attention to non-European people. In the Indonesian context, the discussion about the concept of multicultural education is increasingly gaining momentum after the collapse of the New Order of authoritarian militaristic regime that cause reforms storm waves. Reform era that is not only bring a blessing for the people of Indonesia, but also provide increased opportunities primordial tendencies. For that, it needs to implement multicultural education paradigm to ward primordial spirit. The multicultural education paradigm in this context is to give a lesson to us to have an appreciation and respect for the cultures of others religions. Based on these considerations, the application of multiculturalism requires awareness of each local culture to mutually recognize and respect cultural diversity wrapped in the spirit of harmony and peace.

Multicultural paradigm implicitly also become one of the concerns of pasal 4 UU No.20 tahun 2003 of the national education system. In the article explained that education held in a democratic, non-discriminatory, to uphold human rights, religious values, cultural values, and diversity of the nation. Historically, multicultural education is as a concept or idea that does not appear in the empty room, but there are political interests, social, economic, and intellectual that encourage its emergence.

James Banks (1994) states that multicultural education has several dimensions that are interrelated to each other, they are: First is Content integration, which integrates a variety of cultures and groups to illustrate fundamental concepts, generalizations and theories in subjects or disciplines. Second is the knowledge construction process, which leads the students to understand the implications of culture into a subject (discipline). Third is an equity pedagogy, it adjusts the teaching methods with student learning in order to facilitate the academic achievement of students that is diversity in the terms of race, culture, or social. Fourth is prejudice reduction. It identifies the racial characteristics of students and determine their teaching methods.

According to Tilaar, multicultural education usually has the following characteristics. (1) the aim is "human culture" and creates a "civilized society", (2) the material taught noble humanityy values, the values of the nation, and the values of ethnic groups (cultural), (3) the method of democratic, who appreciate the aspects of national cultural differences and diversity and ethnic groups (multicultural), and (4) evaluation determined on the assessment of the behavior of students which includes perception, appreciation, and action to other cultures.

In this context, it can be said that the main goal of multicultural education is to instill the attitude of sympathy, respect, appreciation, and four of the followers of different religions and cultures. The most important of these multicultural education strategy is not only to have purpose for the students to understand easily the lessons that are learned, but also to increase their awareness to behave humanist, pluralist, and democratic.

2. Dimension and Multicultural Based Learning Approach

James A. Banks identifies five dimensions of multicultural education that are expected to assist the teachers in implementing some programs that are able to respond to the diversity of learners, they are as follows:

a. Dimensional integration of the content/(content integration) material. This dimension is used by the teachers to provide the information to the 'key points' of learning to reflect different materials.

In particular, the teachers incorporate the content of the learning material into the curriculum with several diverse viewpoints. One of the common approaches is to recognize the contribution that is the teachers work into their curriculum by limiting facts about the heroic spirit of the various groups. Beside that, the design of learning and learning units are not changed. With some approaches, the teacher adds a few units or topics specifically related to multicultural material.

b. Dimensional construction of knowledge (knowledge construction). A dimension where the teachers help students to understand some of the perspectives and formulate the conclusion that is influenced by disciplinary knowledge they have. This dimension is also related to the students' understanding of the changes in the existing knowledge on their own;

c. Dimension reduction of prejudice (prejudice reduction). Teachers do a lot of effort to assist the students in developing positive attitudes about group differences. For example, when the children study at school with negative behavior and have a misunderstanding of a different race or ethnic and other ethnic groups, education can help the students to develop a more positive intergroup behavior, providing well-established and definite conditions. The two conditions are learning materials that have a positive image about group differences and use the learning materials consistently and continuously. The research shows that the students who come to school with many stereotypes, it becomes negative behaviour and more do misunderstanding of ethnic and racial groups from outside the group. The research also shows that the use of multicultural textbooks or other teaching materials and cooperative learning strategies that can help the students to develop the attitudes and perceptions towards a more positive race. Types of strategies and materials can produce the students's choice to more friendly with the outside race, ethnic and other cultural groups.

d. Dimensions of the same educational/fair (equitable pedagogy). This dimension is concerned the ways in changing the learning facilities in order that it is easy to achieve the student learning outcomes in a number of different groups. The strategies and learning activities can be used as an educational effort to treat fairly, among other forms of cooperation (cooperative learning), and it is not in a manner that is competitive (competition learning). This dimension also involves education that is designed to classify the school environment into many types of groups, including ethnic groups, women, and the students with special needs that will provide the educational experience of equal rights and equal to gain learning opportunities.

e. Empowering school culture and social structure. This dimension is important in empowering culture students that is brought to school from different groups. In addition, it can be used to develop social structures (schools) that utilize the potential of students' culture that is diverse as characteristics of the local school structure, for example related to the group practices, social climate, exercises, extra-curricular participation and reward staff in response to a variety of differences in school.

The approach that can be used in the learning process in the classroom is a multicultural approach of single group studies and multiple perspectives approach. Multicultural education in Indonesia uses single group studies approach. This approach is designed to assist the students in learning the views of certain groups in more depth. Therefore, the data must be available on the group's history, habits, clothes, houses, food, religion, and other traditions. The data on the group contribution to the development of music, literature, science, politics and others should be exposed to the students. This approach focuses on the issues that are loaded with the values of the group that is being studied.

While multiple perspectives approach is an approach that is focused on a single issue that is discussed from various perspectives of different groups. In general, the teachers have different perspectives in the lesson. In this regard, Donna & Philips (2006) suggested that learning uses the multiple perspective approach, arguing with that the approach appears more effective.

Multiple perspectives approach helps the students to realize that a common event often interpreted

differently by others, where the interpretation is often based on the values of the group those they are followed. The solution is considered good by some groups (because the solution in accordance with its values), they are not considered good by other groups because it does not match with the values that are followed.

The advantage of this multiple perspectives approach lies in the process of critical thinking that is being discussed, so it can encourage the students to eliminate prejudice. The interaction with the views of different groups is enable the students to empathize. The results of Bank's research (2007) proved that low prejudice students showed the more sensitive attitude and open to the views of others. They are also able to think critically, because they are more open, flexible, and respect for different opinions.

Learning materials and strong learning activities of affective aspects of life with the cultural differences are proved to be effective to develop a flexible perspective. The student who has a great sense of empathy that is possible to put respect for different opinions. It will be able to reduce prejudice for other groups. Reading books multiethnic literature can reduce negative stereotypes about other cultures (Walker-Dalhouse, 1992). Multiple perspective approach contains two objectives.They are to increase the empathy and decrease the prejudice. Empathy for different cultures is a prerequisite for the efforts to reduce prejudice.

3. Developing Multicultural Based Learning

Banks (2007) states that there are several things that need to be concerned in developing multicultural-based learning, including:

a. Doing the Multicultural of Analysis of Potential Factors.

The factors analysis that are considered important become the consideration in developing multicultural-based learning model, which includes: (a) demanding of subject competence that should be procured to the students in the form of knowledge, skills, and ethically or disposition; (b) the demanding of teaching and learning, especially focused for the people to learn and make the learning process is a process of life; (c) the competence of teachers in multicultural approach. Teachers should use an effective method of teaching that gives the attention to the cultural background of their students' reference. Teachers have to ask themselves, has he/she already displayed the behaviors and the attitudes that reflect the multicultural soul; (d) the analysis conditions of students' background. Naturally students have described a multicultural learning community. Students' cultural background will affect learning styles. Religion, ethnicity, race/ethnicity and social class and economic background of the parents can be a stereotype of students when they respond to stimuli in their class, both in the form of learning message and other message that delivered by a friend in his class. The students can certainly have an interesting choice to the existing cultural potential in each area. (e) The characteristics of the learning material of multicultural.

Analysis of potential material relevant to multicultural-based learning, include: (1) respect the difference between friends (clothing style, livelihoods, ethnicity, religion, ethnicity and culture); (2) display the behavior that is based on the beliefs of each religion; (3) a sense of community, state and nation; (4) build a life on the basis of religious cooperation to achieve the unity; (5) develop kinship attitude between tribes and nations; (6) the responsibility of the local area and national; (7) maintain the self-respect and the nation; (8) develop an attitude of self-discipline, social and national; (9) develop the awareness of local and national culture; (10) developed fair behavior of life; (11) build the harmonious life; (12) held a 'culture project' by understanding and dissemination of the symbols of national identity, such as Indonesian language, Indonesia Raya song, flag of Indonesia, the symbol of Garuda Pancasila, and the national culture that describe the top of the culture in the area; and so on.

b. Determine Multicultural Learning Strategies

The option of the strategy that is used in developing multicultural-based learning, such as: the learning strategy of cooperative learning, which is combined with the concept attainment strategy and value analysis strategy, social investigation strategy. Some of the option of the strategies are implemented simultaneously, and should be reflected in the steps of multicultural-based learning model. Nevertheless, each of the functional learning strategies has different pressure. The concept attainment strategy is used to facilitate the students in doing the activities of local cultural exploration to find the cultural concept that is considered the attractive to him from the culture of each region, and explore the values that are inherent in the culture of the region.

Cooperative learning strategies are used to indicate the development of the students' ability in learning together and socialize the concept of local cultural values of the region in learning community with friends. In the level of learning with a multicultural approach, the use of cooperative learning strategies, is expected to increase levels of student participation in performing recommendation of local values and build a national perspective. From these capabilities, the students have the skills to develop life skills in respecting the other cultures, differences tolerance, accommodating, open and honest in interacting with friends that is different ethnic, religious, ethnic, and culture. They have high empathy towards other cultural differences, and it is able to manage conflict without violence (non-violent conflict). In addition, the use of cooperative learning strategies in learning can improve the quality and the effectiveness of student learning process, the conducive learning atmosphere, to build the active interaction between students and teachers, students with students in the learning. Besides, the value of analysis strategy is focused to train the students' ability to think inductively from the setting of expression and commitment to the values of the local culture (local perspective) to the framework of the thinking or perspective on the national (national perspective).

Starting from the development of the learning step above, the pattern-based learning multicultural is done to improve students' self-awareness of the values of diversity that inherent in the life of a local student as a potential factor in building a national perspective. By self-awareness of students to local values, the students have the hardness and toughness personally, they are also capable of rational choices when dealing with the local issues, national and global. The students are able to look at the global perspective as the reality that is not only understood emotionally, but also rational and remain to the identity of the nation and country. The academic ability is one of the indicators that are displayed by the students in the acquisition of learning outcomes.

Criteria that can be used to determine the success of student learning activities is the employment report (paper), the performance and the participation that displayed by the student in learning by discussion and brainstorming, which includes rational thought, tolerance and empathy for cultural values of the friends, and the development of student achievement after taking the test at the end of the learning. In addition, other criteria that can be used are the performance that is displayed by the teachers in implementing multicultural approach learning.

The teacher is always involved in every phase of the learning activities, both in the discussions and the reflection of the first findings, action planning, action, observing the action, discussion and reflection results of the implementation of the action, and preparation the action to accomplish the learning objectives.

4. Multicultural Education in Curriculum 2013

The dynamic development of society and social problems develop to need the attention and sensitivity of all nation elements that is not only from the experts and observers of social problems, but also the education that has a strategic role as vehicle and agent of change for the community. The conditions of Indonesian society are very pluralistic both in the aspect of ethnicity, race, religion and social status that give contribution to the development and dynamics of the community. It is considered that it is very important to provide a portion of multicultural education in the education system in

Indonesia through substance and learning model. It is considered important to provide and assist the development of thinking, personality, and sensitize of the learners dealing with the symptoms and social problems that occur in the social communities.

Curriculum 2013 emphasizes the affective aspects of religious and social aspects as the aspects that need to be instilled through the knowledge aspects and skills. Planting affective aspects of a social nature is carried through multicultural education in the curriculum of 2013. It is a step that is taken by the government to tansform the national education. The steps is taken with the hope that can help a young generation of Indonesia becomes productive, creative, innovative, and characterictic. Planting multicultural education is reflected in the various textbooks that are used to support the learning process.

Textbooks that are offered to packaged with the concept and the interesting appearance to the students. It is no longer to use the names that are commonly encountered in the old textbooks, the text books will offer many new characters with each of variety background. There are six figures that reflect the diversity and ethnicity in Indonesia, from figures derived from the Chinese ethnic to figures from Papua.

The presence of the variety characters with variety backgrounds are expected to reflect the diversity of religious and ethnic groups in Indonesia. In addition, it is expected that young generation of Indonesia will be used to live in the diversity, which was built early in the school.

Besides, It becomes strength of knowledge aspect related to the multicultural awareness through the insertion of these figures, manners will also be inserted in the Religious Education subject. It is intended to the students who are not only accustomed to live in the diversity but also holds the tolerance principle in a common life.

Curriculum 2013 is designed to strengtheness Indonesia which is a plural or multicultural state. It is recognize as Iwan, Budi, and Wati as the character in the textbook. These figure impressed Java-centric. In the curriculum of 2013, these names are changed. It can be seen in the student textbook. There are at least six characters of the children who reflect the diversity of religions and ethnicities in Indonesia. The objective is that Indonesian children are accustomed to live in the diversity. It is built since in the school.

Indonesia saw that multicultural education can be built through the characters in the student textbook. Thus, the children will awakenfrom his consciousness that Indonesia is diverse. Indonesian life is not complete if one religion or ethnicity does not exist in Indonesia. For example, the names of characters that are present in the textbook is Siti, the veil girls as Muslim children; Lina, slant-eyed daughter of Chinese ethnic; Edo, boy with curly hair of Papua; Benny, the boys are from Batak ethnic; and Udin boys from Betawi. These names are developed through learning in order to strengthen the pride of the students as the future generation.

C. Conclusion

1. Multicultural education is the education that aims to instill the attitude of sympathy, respect, appreciation, and four of the followers of different religions and cultures. The most important of the multicultural education strategy is not only to give purpose for the students to understand easily the lessons that are learned, but also to increase their awareness to behave humanist, pluralist, and democratic.

2. Dimensions and learning-based approach is the dimension of content integration, dimension of knowledge construction, dimension of prejudice reduction, dimension of the same educational/fair (equitable pedagogy), and dimension of empowering school culture and social structure.

3. The step of developing multicultural-based learning can be done through the analysis of potential factors that set multicultural based learning strategy.

4. Multicultural Education in Curriculum 2013 is seen in the textbooks that are offered to packaged with the concept and the interesting appearance to the students. The names contained in the old textbooks such as Reason and Wati are no longer appear. The names are replaced with Siti, Lani, Edo, Benny, Dayu, and Udin which are the ethnic and religious representation in Indonesia.

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