

Socializing Multiculturalism Ideology through Multicultural Education: Potentials in History for High Schools

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Abstract: The formulation of this article was motivated by a classic problem in Indonesia related to diversity in race, gender, political ideology, religion, social class which become an obstacle for the creation of social integration even cause various conflicts, both vertically and horizontally. Confronted with the issue, then, multicultural education as an attempt to promote the ideology of multiculturalism, in which there are principles to uphold fraternity, justice, respect, and acknowledge differences become very important to be applied in education. Especially for the subjects of history, it has a big opportunity to do. There are many historical learning materials that can be used as a foothold to embed the principles of multiculturalism to students.

Keywords: *Multiculturalism, Multicultural Education, History for High Schools*

1. Introduction

Indonesia is a country with a high level of diversity. A wide variety of ethnic groups, religions and faiths, races, dialect, customs, and political views can be found in this country. On the one hand, such diversity is a wealth that is priceless, but on the other hand it also contains the potential conflicts that can lead to disunity and disintegration of the nation. For that, we need an exact formula that can accommodate the various elements present.

In the context of Indonesia in recent decades, especially since the reformation era, the formula seems have not been found so that social unrest become rife. Several examples are like the case of the Ambon – Sambas conflict, Madurese-Dayak, Sampit case, Tasikmalaya, and so forth.

Responding to these events, there are many interpretations of the causes of the

conflicts arise. However, from all the interpretations, there is a similarity saying that one of the causes of such conflicts is the lack of understanding of the multiculturalism concept, where there is a reluctance to accept and respect differences. Therefore, it is not surprising then that the attitude of ethnocentrism, stereotyping, intolerance, and prejudice in the community emerged.

One appropriate solution to the problem is to civilize the ideology of multiculturalism. According to Suparlan (2002: 98) multiculturalism is the right solution to achieve a multicultural Indonesia. The ideology of multiculturalism will create a situation where diversity is considered as a reality that must be accepted, recognized, and respected. Thus, it will also create an attitude of mutual acceptance and respect among humans without disputing differences in ethnic

background, religion, race, and so forth. Due to the same reason, then, efforts towards the development of awareness and attitude of multiculturalism becomes something important to do.

With regard to these efforts, there is a breakthrough called multicultural education. As revealed by Kumbara (2009: 535), that the multicultural education strives to develop approaches and models for education and new learning built on the value of social justice, critical thinking, and equality of opportunity. Multicultural education is expected to create a generation who consciously accept and respect the differences and have a high tolerance. Thus, it is also expected to be able to increase the sense of unity as a nation and to avoid conflicts and disintegration.

Furthermore, James A. Banks (1993: 49) explains that multicultural education can be applied to the five approaches, namely 1) the integration of content, 2) Construction of knowledge, 3) Reduction of prejudices, 4) Educational equal and fair, and 5) empowerment of school culture and social structure.

Based on the above, it can be concluded that one of the approaches that can be done in multicultural education is to incorporate or integrate the material related to multiculturalism into lessons in school, whether it is related to concepts or in the form of cases about conflicts, the integration of social, cultural acculturation, or the others. However, if we study further, this approach has one drawback, that it is potential only for some subjects at schools.

One of the potential subjects is History, if it is seen from the learning materials. There is a lot of material in history, especially in high school associated with the central themes in the idea of multiculturalism. Therefore, this article will specifically address the linkages or the

relevance of multicultural education with learning materials in History for high schools. For this purpose, I will first do a review of the concept of multiculturalism, and the identification of the themes that become the central or core concept of multiculturalism in high school curriculum.

2. The Concept of Multiculturalism

In simple terms, multiculturalism is the ideology of multicultural. As for the basic concepts, multiculturalism focuses on equality among groups and individuals (Huat. 2002: 120). In the view of multiculturalism, diversity is a reality that must be accepted, not as something that must be opposed or questioned. Therefore, all of groups in society is equal, the same goes for individuals

According to Rivai Harahab (2006: 33), in a wider sense, multiculturalism includes ideas, perspectives, policy, attitude and action in the community of a country diverse in terms of ethnicity, culture, religion, and so forth, which aspires to develop a spirit of unity and pride to maintain plurality. Furthermore, Abidin (2009: 287) explains that expectations for multiculturalism is the creation of high tolerance, avoidance of conflicts and violence, as well as the realization of social harmony.

Furthermore, According to Syahrin Harahab (2011: 151) multiculturalism can be categorized into two types, namely descriptive multiculturalism and normative multiculturalism.

Descriptive multiculturalism is a social reality reflecting the diversity, while the normative multiculturalism related to a moral code which binds the citizens to do something based on mutual agreement. In the second sense, the various cultures exist in a society is not something that should be eliminated, All it takes is the awareness of respective

owners of culture to recognize and appreciate other culture.

Historically, the term of multicultural first appeared in Canada, Australia, and then in the United States, Britain and Germany in the 1970s. In Indonesia, the issues surrounding multiculturalism first appeared in 2002, several years after the reformation era. According Syaifuddin (2006: 3) multiculturalism emerged in Indonesia as a result of the awareness of national unity and national integration which has been maintained, based on the policy of cultural unity that are considered less relevant to current conditions and the spirit of regional autonomy. Therefore, when we talk about multiculturalism, basically we will also talk about other issues related such as politics, democracy, justice, law enforcement, job and business opportunities, human rights, cultural rights, community and minorities, the principles of ethics and moral, and the level and quality of productivity, (Suparlan. 2002: 99).

Furthermore, Suparlan explained that multiculturalism has a close link with other concepts such as democracy, justice and law, cultural values and ethics, unity in diversity, ethnic, cultural, religious, cultural expression, the domain of private and public, human rights, cultural rights and so forth, (Suparlan. 2002: 100).

Based on the above, it can be concluded that the main objective of multiculturalism is the creation of social harmony. Social harmony can be characterized by a high tolerance between citizens, the creation of good social integration, the absence of conflicts, as well as the equality for parties. As for some of the themes related to multiculturalism is as follows: 1) democracy; 2) human rights; 3) the law; 4) social groups; 5) social integration; 6) culture; 7) ideology, and 8) conflicts.

3. History In High Schools

History is one of the compulsory subjects in secondary school. In the curriculum 2013, educational history is packaged in three formats, namely social science for elementary and junior high school, History of Indonesia for SMA / MA / SMK, and history courses for high school. Social science is a compulsory subject for all students in elementary and junior high, Subjects of Indonesian history is a compulsory for all high school students / MA / SMK. In addition, History is a compulsory subject for students of social science major but optional for natural science major, and Language and Culture major, (Hasan, 2015: 6).

For the subject of Indonesian History, the learning materials covers the entire history of Indonesia, ranging from pre-script era until the present reformation era. These materials are studied chronologically and tiered, ranging from class X to class XII, (Department of Education. 2013: 60-65). As for the History, the materials learned are much broader including world history, and the history of Indonesia.

4. The Relevance Between History in High Schools and Multiculturalism

As was mentioned earlier, that there are two categories history education for high schools, the history of Indonesia and History.

As for the relevance discussed in this point is the focus on history material for high schools in Indonesia, which includes the history from the pre-script era until today time of reformation. The analytical results of the relevance between the subject of history and multiculturalism are described as follows:

**Table 1. The Relevance between the History of Indonesia and Multiculturalism
(Based on Curriculum 2013)**

Class	Basic Competences	Relevant Topics of Multiculturalism
X	KD 3.5 Analyzing the differences in the process of integration in the era of Hinduism, Buddhism, and Islam dominance.	✓ Social Integration
	KD 3.7 Identifying characteristic of social life, governance, and culture in the era of Hindus and Buddhist kingdoms in Indonesia and showing the proves that are still valid and used in the society of Indonesia	✓ Culture
	KD 3.9 Identifying characteristic of social life, governance, and culture in the era of Islamic kingdoms in Indonesia and showing the proves that are still valid and used in the society of Indonesia	✓ Culture
XI	KD 3.4 Analyzing the similarity and the difference in approaches and strategy of national movements in Indonesia in the beginning of national awakening, 'Sumpah Pemuda' era, and the period after the proclamation of independency.	✓ Ideology ✓ Social Integration
	KD 3.7 Analyzing the historical events of state formation in Indonesia and the meaning for Indonesians today.	✓ Ideology ✓ Social Community ✓ Social Integration
XII	KD 3.3 Analyzing the efforts of Indonesians in dealing with the threat of disintegration in the form of such as the event of PKI Madiun 1948, DI/TII, APRA, Andi Aziz, RMS, PRRI, Permesta, G-30-S/PKI)	✓ Social Conflict
	KD 3.4 Analyzing the development of Indonesian social-politic and economy in liberal democracy era.	✓ Democracy ✓ Jurisprudence ✓ Human Rights
	KD 3.5 Analyzing the development of Indonesian social-politic and economy in guided democracy era.	✓ Democracy ✓ Jurisprudence ✓ Human Rights
	KD 3.6 Analyzing the development of Indonesian social-politic and economy in new order era.	✓ Democracy ✓ Jurisprudence ✓ Human Rights
	KD 3.7 Analyzing the development of Indonesian social-politic and economy in the beginning of reformation era.	✓ Democracy ✓ Jurisprudence ✓ Human Rights ✓ Conflict

5. Conclusions

From the elucidations before, it can be concluded that History in high schools has, in some extent, potential as the means in civilizing Multicultural idealism in daily life of Indonesian society. Themes such as the integration of social, cultural acculturation, social community, human rights, democracy, conflicts, and Jurisprudence are the widely discussed themes in the Indonesian history in high school and it is very beneficial for the sake of multiculturalism existence in Indonesia

However, the above analysis would still be very common. In practice, the teacher is the one who should manage the relevant materials in order to be more meaningful and effective. Those are simply examples. Of course, there are many other ways that can be done.

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