History Learning Through Multicultural Approach as Strategy for Peace Education

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Abstract: *A historical reality in the reform era right now, on one side of the nation of Indonesia has the hope of a brighter future. On the other hand, the people of Indonesia entered the multi-dimensional crisis accompanied by separatist movements and socio-cultural issues of concerns regarding riot and disintegration of the nation. To overcome these problems, required education instilling the principles of peace to learners. Learning history played an important role in internalization and build awareness of multiculturalism to learners. In the event there is a history of values that can be used to develop the hard skills and soft skills. Through internalization of multicultural values, for example the values of peace, harmony, complexity of reality sosio-historis and unity in the process of learning history can broaden the horizon of thinking learners.*

Keyword: ***History Learning, Multicultural Approach, Peace Education***

1. Introduction

Historical reality in the reform era right now, on one side of the nation of Indonesia have hope for a brighter future. On the other hand, the people of Indonesia entered the multi-dimensional crisis accompanied by the emergence of separatist movements and concerns of social problems and other culture related to the disintegration of the nation. As a nation that compounds that are bergemul with the question of domestic and world developments globally, Indonesia has the potential for conflict. A conflict as ethnic sentiment conflict led to looting, note that dark in the reign of Suharto's regime. Other conflicts as religious conflict in Ambon and Sampang, Sampit tragedy is Madura vs Dayak tribe (2001), the Government of separatist groups such as vs GAM (Free Aceh Movement), RMS (Republik Maluku Selatan), OPM (Operations Freedom of Papua). Conflicts that are horizontally as well as vertically, it becomes a time bomb ready to explode at any time. Potential conflict lies in the conditions of the multicultural society of Indonesia with ethnic and cultural diversity. Errors in managing multiculturalism, potentially triggering a violent conflict. The process of fertilizing multicultural values such as tolerance, recognition and appreciation of ethnicity and culture society needed to create a peaceful Indonesia society and peaceful.

Efforts that can be made in anticipation of the above problems then needed a system of education that can form a younger generation that values of fairness, respect, and uphold humanitarian principles as a prerequisite for the creation of an atmosphere of peace and harmony. Peace education is becoming an absolute necessity, as an attempt to develop the personality of learners. In formal institutions, peace education aimed at creating an atmosphere or culture of peace in the school environment. The peaceful atmosphere at the school will bring peaceful life to learners in the school environment and will reduce conflicts between students. Learning activities can give space to the students to apply the values or principles of peace, such as respect, compassion, tolerance and cooperation with others.

Multiculturalism can be the cornerstone of the approach to learning history. The historical heritage of the nation of Indonesia in the past few centuries ago managed to form a

plural society. Multicultural strategy approach in learning history, also known as humanistic approach (Maslow, 1970:35-46). The values contained in the in the multiculturalism as a draft to form of togetherness to the learners. The learning required for history-based multicultural approach to peace education as a strategy to quell the conflict.

2. METHOD

The writing of this article uses study literature. Study literature is a technique of collecting data with a compile and analyze the documents, which include documents that come from books, national and international journals and other documents. After the data is collected and then compiled or clarify the data, analyze and interpretation.

3. DISCUSSION

3.1 Learning History

Learning history according to Soemanto (1998:102), was a deliberate, systematic attempt by educators to create the conditions so that learners undertake learning activities of the science of history. Activities in the learning process happened educational interaction process between learners and educators. As for the purpose of pembejaran history according to Widja (1989:27-29) learning history was developed in accordance with the Bloom taxonomy, which includes the realm of cognitive, affective, and psychomotor. Outline history has three uses, namely; educational, inspirational, and reflection. Learning history can be done through inheritance of values from the previous generation to generation. Through the inheritance of those values will foster awareness of history, which can be used to shape the character of the nation (Kartodirjo, 1994). An important and strategic position in the development of the character of the nation is a function that cannot be replaced by other subjects.

In learning the history of *transfers of knowledge* are the demands of the learners to understand the past knowledge contained in the curriculum. *Transfer of values* is extracting the values the wisdom inherent in historical events, while *transfer of virtue* was made that wisdom values as the Foundation behave virtuous Grant Bage (1999:38) explain that the study of history is not only related to the *transmission of values* dan *transmission of knowledge* but also as *"building character, feeding the mind and the emotions, linking us to life, linking us to our past, helping adults and children to communicate, helping children develop skills, and inspiring to greatness"*. Details of the functions of the proposed Grant Bage are perceived as the paradigmatic reflective learning (Garg, 2007: 148-150), because the process of learning activities that are directed to conduct exploration toward *networking collective memories* (Joebagio in Garvey, B. & Mary, 2015: ix-xiii). Through a reflective learning to *networking collective memories* someone gets *inspiring to greatness* to form a character in students.

A nation's history is long and fraught with conflict dynamics makes the nation Indonesia as a nation the USA team. The requirement to provide linking to life, linking us to our past, helping develop skills, and inspiring to greatness in the study of history as a foundation tackling issues series and conflicts. Political conflicts shaped attacks against the civilian population, torture, murder and ethnic cleansing, rape, discrimination and ' systemically ' difficult to return, so the matter was referred to a series of political conflicts and it can interfere with the existence of a plurality of communities of Nations (Tina, 2013:232-247). Multicultural approaches in learning history is expected to bridge between the level of knowledge and skills, so that the perspective of conflict can be transformed

into a peaceful perspective (Garg, 2007:162-163).

3.2 Multicultural

Indonesia is one of the countries has a multicultural diversity of cultures, races, tribes, religions and classes. The diversity of cultures, races, tribes, religions and classes is an invaluable wealth belonging to the nation of Indonesia. Seen from the perspective of political culture. Anggraeni (2011: 256-257) explain that *"a policy ideal, or reality that emphasizes the unique characteristics of different cultures in the world, especially as they relate to one another in immigrant receiving nations"*. So, multiculturalism is a reality of the social uniqueness particularly in relation to relationships antaretnis, etnoreligio, and etnokultural. With the existence of a relationship then it would spur social groups to coexist without any domisi hegemonic. Thus, acceptance of differences to reach a society together. Multicultural in this context be the solution to overcome all the attitude that distinguishes each other, either in the context of race, gender, and issues of discrimination.

In terms of political multicultural is the needs of every ethnicity in the context of Indonesia society to gain recognition and the phenomenon is beneficial to address issues of inequality in various areas of life. The nation of Indonesia since the beginning of its independence articulated the ideas of citizenship (*Bhineka Tunggal Ika*) as the cornerstone of interactions between groups, good social interaction, economic, political and cultural interaction (Mahfud, 2011:6). Adian (2011:353) align multiculturalism with pluralism. Indonesia is one of the examples of unitary State society has a lot of the values of pluralism.

The history of the nation of Indonesia shows that Indonesia is a nation of Nations that is open and accepting foreign cultural influences selectively. With such growing conditions of excellence and

cultural diversity in society or Indonesia known for its multicultural society. Multiculturalism likened as a double-edged sword, on the one hand is the social capital, but on the other hand when multiculturalism is not managed properly then it will have an impact on the phenomenon of desktuktif/ disintegration (Mahfud, 2011:80). To prevent conflicts, required respect for multiculturalism. Adreas Yuhama (2011:305-320) describes as a tribute to the best breakdown of multiculturalism is not enough only with the recognition of differences, but the necessary harmony in life together. Harmony in life joints will prevent social conflict.

In the context of a plural society and multicultural, tolerance should be a top priority. An understanding of the importance of a culture of tolerance should be an inevitability in order to build a better future. Zuhairi Misrawi (2007:178-183) explained the substance of tolerance, i.e.:(1) accepting differences and live in peace; (2) make the uniformity to diversity, namely by allowing groups of different social groups to stay alive in the world so there's no need to be made; (3) building understanding by accepting social group with the right are melakat on the Group; (4) express the openness that includes aspects like to know, appreciate, listen and learn from others; (5) support enthusiastically towards differences and emphasize aspects of autonomy.

Education became a part of very vital in the process of fostering multicultural values, because the institution serves as the consolidation process of enculturation multicultural values. Multicultural values include the values of tolerance, recognition and appreciation of ethnicity and culture of the community, so that fertilization that contribute to the establishment of confidence on learner (Dadang Supardan, 2015:297). After the students implement a multicultural values in everyday life, then it will form an

identity. Identity becomes an important element in understanding the culture of the community of Nations, as well as being a vital part in the task of education.

The process of learning that have a multicultural base, can reduce social conflict culture "antaretnisitas" "etnoreligiusitas", and "etnokultural". Introduction to multicultural values will bring learners feel proud and grow a strong sense of responsibility to avoid social prejudices, so will hinder the disintegration of the nation. Awareness of the existence of diversity will remove prejudices, even encouraging the emergence of a just life and advanced (Mahfud, 2011: viii). So multiculturalism is a strategy of developing awareness, passion and pride against the nation and the State.

3.3 Peace Education

In a simple peace can be defined as the absence of war or violent conflict. The factors that led to the creation of a peaceful atmosphere is when an individual has a sense of peace in yourself, have the ability to control emotions and mind not to take actions that harm others and can trigger the onset of conflict and violence. As described by the priest (2011:5) explaining that peace is a concept and a positive way of looking either to himself or to others.

Peace education is essentially a process for gaining knowledge, developer attitude, and behavior to be able to live the mutual respect, tolerance, full of peace, mutual aid, and nonviolence. Mahfud (2007) explained that peace education is an educational model that pursues the empowerment of the community to resolve the conflict or problem of his own creative ways without violence. Peace education teaches mutual appreciate, love, honesty and justice. This opinion is reinforced by Metrid (2007) explaining that peace education is based a philosophy of nonviolence, love, feelings of mutual meyakinim trust, fairness, cooperation,

mutual respect and respect for your fellow beings of the world.

Peace education is transmitted with conflict resolution and multicultural understanding. Multicultural understanding is an activity that is based on the ability of the individual in the opinion, try to understand and understand others and things the underlying thought is that it can be used as a tool to solve problems such as racism, discrimination or annoying to others (Zamroni, 2008:35). With an understanding of multicultural then someone will understand the culture of the nation. Amelia (2006:181-199) that holds that the cultural approach is very useful as the Foundation of conflict resolution. Culture can be a trigger for conflicts, through cultural approach will foster the harmony inherent in ethnic culture and beneficial in absorbing the intensity of the conflict.

Aspects are developed in peace education according to the priest (2011:28) include peace and nonviolence, human rights, democracy, tolerance, understanding among nations and cultures, as well as an understanding of cultural differences and language. By teaching students about critical issues of peace education that is keeping the peace, creating peace and build peace when the learning process will create good citizens. Approach to synergize with peace education multicultural, so we can say peace education is a continuation of multicultural education praxis-applicative.

3.4 Multicultural approach in history learning to realize peace education.

Learning history with emphasis on the understanding of the differences in each group of ethnicity, etnoreliguisitas, and etnokultural will form the peaceful atmosphere. The majority of the group could not be menghegemoni minorities, or vice versa. The study design will encourage (1) the development of the knowledge, values and virtues for conflict resolution;

(2) reduce intolerance, marginalization and the exclusive nature; (3) support the mobilization, empowerment and dialogue between cultures; and (4) for rehabilitation of trauma (Wilburn, & Cirecie, 2010:8). Thus a multicultural approach in learning history will be bridging the gap between the level of knowledge and skills, so the perspective of conflict can be transformed into a peaceful perspective.

The integration of multiculturalism in learning history as described by Ali Infallible (2006:298), aims to: (1) form into a human cultured and civilized life, and accept the multicultural; (2) the material covers the notability of human values, nationality, and ethnicity; (3) method or the democratic nature of the delivery model to appreciate the differences and diversity of either religion, culture, and ethnicity; (4) the evaluation used various assessment based on which include perception, appreciation, attitude and action relationships learners in relation to ethnicity, etnoreligius, and etnokultural in the environment of the learners. Instructional design-based multicultural approach to history can be seen in the following chart:
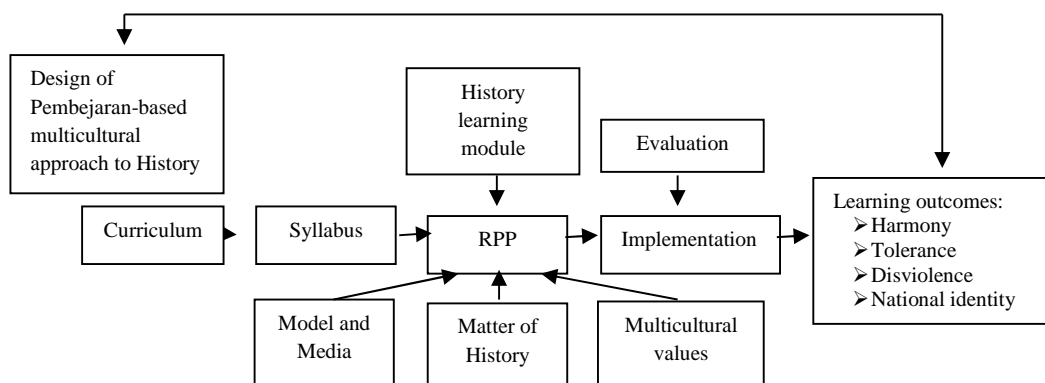

Table 1: instructional design-based multicultural approach to history

4. Conclusion

Indonesia is a country that is multicultural. Diversity of ethnicity, tradition, race and religion also on one side lead to the positive side on the other lead to the negative side. On the plus side if multicultural can be processed with good then Indonesia can become a developed country and are ready to compete with the global scene, but the downside appears conflicts either horizontally or vertically. To suppress such conflicts, it should be attempted with a multicultural approach to learning to shape a peaceful atmosphere. Learning history played an important role in internalization and build awareness of multiculturalism to learners. In the event there is a history of values that can be used to develop the hard skills and soft skills. Through internalization of multicultural values, for example the values of peace, harmony, complexity of reality sosio-historis and unity in the process of learning history can broaden the horizon of thinking learners.

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