

PLURALISM AND MULTICULTURALISM EDUCATION

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Abstract

Education pluralism and multiculturalism have become an important focus in contemporary education discussions. In an era of increasingly interconnected globalization, pluralism and multiculturalism have become crucial in building societies that are inclusive, tolerant, and accepting differences. The main objective of this journal is to explore the importance of education pluralism and multiculturalism in shaping awareness and acceptance of differences in an educational context. The research uses a qualitative approach involving a literary review and conceptual analysis. Education of pluralism and multiculturalism is essential in building inclusive societies. Through the understanding and awareness developed through this education, students can appreciate cultural, ethnic, religious, and social background differences. This approach also helps develop students' social and intercultural skills. Challenges in its implementation include inadequate curricula, lack of teacher training, and resistance to change. Government support, educational institutions, and the public are needed to ensure the success of education pluralism and multiculturalism. In conclusion, education plays an important role in shaping

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inclusive societies, but further efforts are needed to address implementation challenges and integrate them into existing education systems.

Keyword: Education of pluralism and multiculturalism, awareness and acceptance of differences, inclusive societies.

Introduction

Education is the primary foundation for consolidating social diversity and facing the increasing complexity of society. (Guna et al., 2024; Afni et al., 2024; Antika et al., 2024; Sitopu et al., 2024). In this era of globalization, pluralism and multiculturalism are becoming increasingly common in countries around the world. (Nurman, Yusriadi, Y., & Hamim, S. 2022). Societies are becoming increasingly diverse in terms of culture, religion, and ethnic background, so education plays a vital role in shaping inclusive attitudes, tolerance, and appreciation of differences.

Education Pluralism and Multiculturalism describe an approach that focuses on understanding, respect, and acceptance of human diversity (Colombo, M. 2013; Glatter, R. 2017). Gathering sensitivity through education is not just a concept, but a concrete effort to create a learning environment that enriches student experience by considering the diverse perspectives, cultures, and values that exist.

Education pluralism and multiculturalism have become topics of increasing relevance in today's educational context. Amid technological advances and increasingly connected global societies, we have witnessed an increasingly diverse population growth in terms of cultural, ethnic, religious, and social backgrounds. In an increasingly plural society, it is important for education to play a strong role in shaping awareness and acceptance of differences.

Multiculturalism education, on the other hand, emphasizes the recognition and respect for different cultures as well as ethnic, religious, linguistic, and traditional diversity in society (Figueroa, P. 2012). In an educational environment, they help transform stereotypes, prejudices, and discrimination into a deeper understanding of diversity and acceptance of differences (Hollins, E. R. 2013). This education also builds the social and intercultural skills needed in an increasingly connected global society.

However, the implementation of education pluralism and multiculturalism is not without challenges. Inadequate curricula, lack of training and understanding from educators, and resistance to change are some of the factors that can hinder the implementation of this approach in schools. (Tubagus et al., 2023; Aslan & Shiong, 2023; Muharrom et al., 2023). Therefore, it is important to identify and overcome these obstacles so that education of pluralism and multiculturalism can be successfully implemented effectively.

In the context of education in Indonesia, with its rich ethnic, linguistic, religious and cultural diversity, education of pluralism and multiculturalism is becoming increasingly important. (McInerney, V. 2003). Indonesian people have a unique opportunity to adopt and implement this approach in their education system. In this article, we will dig into the importance of educating pluralism and multiculturalism in the context of Indonesia and how this approach can help build a society that is inclusive, tolerant, and appreciating differences.

By understanding the importance of education pluralism and multiculturalism, we can develop effective strategies to integrate these values into the curriculum, prepare competent educators, and create an educational environment that promotes inclusiveness and acceptance of differences. (Karimah & Dewanti, 2021).

Secondary students, in the phase of their development and identity, are at a crucial stage in the formation of strong character and morality. (Nurhayati et al., 2023; Nurdiana et al., 2023; Erwan et al., 2023). At this age, they experience significant changes in attitudes, values, and world views. (Sarmila et al., 2023; Sulastri et al., 2023; Haddar et al., 2023). Therefore, it is important to understand the relationship between Islamic knowledge and moral attitudes among middle students, in the hope of strengthening positive moral values in them. (Karimah & Dewanti, 2021; Aslan & Pong, 2023; Tuhuteru et al., 2023; Astuti et al., 2023)

Several previous studies have revealed that there is a correlation between religious knowledge and moral attitudes in different age groups. (Manafe, L. A. 2014). These studies show that individuals who have a good understanding of religion tend to show more positive moral attitudes. However, there is a need to explore such relationships in the context of high school students, as this period is a defining period in the formation of character and moral attitudes.

Moreover, structured religious education also plays a significant role in shaping the student's religious knowledge and moral attitudes. Through a structural religious educational program, students are introduced to religious teachings in a systematic and in-depth manner, which is expected to provide a better understanding of religion and strengthen their moral attitude.

In this context, the study aims to explore the relationship between the knowledge of Islam and moral attitudes among middle school students. This research will provide a deeper understanding of the extent to which Islamic knowledge contributes to the formation of the moral attitude of middle students. Furthermore, the research will also examine the differences in religious knowledge and moral

behaviour between high school students who follow a structured religious education program and those who do not.

With a better understanding of these correlations, Islamic education in schools can be designed effectively to strengthen religious knowledge and moral attitudes of secondary students. The results of this study can also provide guidance to educators, parents, and stakeholders in developing appropriate learning strategies to enhance the understanding of religion and strengthen the moral attitude of middle students. Through this research, it is expected to find useful and relevant information for efforts to improve Islamic religion education at the secondary school level, as well as to make a positive contribution to the formation of the character and morality of middle school students as a young generation responsible in building an ethical society.

Research Method

This research adopts a qualitative approach by involving a literary review and conceptual analysis. (Cahyono, E. A., Sutomo, N., & Hartono, A. 2019; Ridwan et al., 2021). The qualitative approach allows researchers to gain an in-depth understanding of concepts related to education pluralism and multiculturalism.

The early stages of this research involved a comprehensive review of literature. The researchers gathered theoretical and empirical sources related to education of pluralism, multiculturalism, inclusiveness, and acceptance of differences. These literary sources include scientific journals, books, articles, and related research reports. This literature review helped build a strong theoretical foundation for research.

Next, the researchers conduct a conceptual analysis of the collected data. In conceptual analysis, the researchers identified key concepts related to pluralism and multiculturalism education, such as inclusiveness, tolerance, cultural understanding, rejection of discrimination, and intercultural skills. The researchers examined definitions, theories, and expert views related to these concepts. Conceptual analysis helps in clarifying and understanding the important dimensions associated with education pluralism and multiculturalism.

In addition, researchers can also involve case studies to gain a deeper insight into the implementation of education pluralism and multiculturalism in the context of education. Case studies involve direct observation in schools that apply this approach, interviews with educators and students, as well as analysis of documents

related to educational policies and programmes that support education of pluralism or multiculturalism.

Data collected during the literature review, conceptual analysis, and case studies are then analyzed comprehensively. This data analysis involves organizing, grouping, and synthesizing data relevant to the concepts that have been identified. The results of this data analysis are used to build arguments and findings that support the purposes of the research.

This research uses secondary data, i.e. published literature and documentation related to the implementation of education pluralism and multiculturalism. Therefore, this study does not involve human participants and does not require ethical approval. However, it should be noted that in the implementation of education pluralism and multiculturalism in real environments, participation and direct observation can be involved, and relevant ethical measures must be followed.

Using a qualitative approach and appropriate methods of analysis, the study aims to provide a deeper understanding of education pluralism and multiculturalism as well as their role in shaping awareness and acceptance of differences in educational contexts.

Result and Discussion

Pluralism and multiculturalism are two different concepts but are often linked to each other. Pluralism refers to the recognition of diversity in societies, including religious, cultural, and ethnic diversity. Meanwhile, multiculturalism refers to the recognition of cultural diversity in societies. It focuses more on appreciating the diversity of different traditions, languages, food, and cultural practices within a community. Although both have similar purposes in appreciating diversity, pluralism is wider in its scope, while multiculturalism is more focused on the cultural aspects of that diversity. In the context of an increasingly connected global society, an understanding of pluralism and multiculturalism becomes essential to building harmonious and respectful relationships between individuals and different groups. (fryda Lucyani, 2009).

Nation pluralism is a view that acknowledges the diversity within a nation, as is the case in Indonesia. The term "plural" contains a variety of meanings, but pluralism is not just an acknowledgement of such diversity. Pluralism has profound political, social, and economic implications. Therefore, pluralism is closely linked to the principles of democracy. Although many countries claim to be democratic, not all recognize the existence of pluralism in their lives, which can ultimately lead to

segregation in various forms. Pluralism is actually about the right to the life of the social groups that exist within a community. These communities have their own cultures, and their existence is recognised by the state, including their cultural existence. Recognition of pluralism is not only respect for cultural diversity, but also involves the fulfilment of the rights of different groups of society to live and thrive in equality within a democratic country. (Hanum, n.d.).

Multiculturalism refers to the nature of cultural diversity within a society. According to Parsudi Suparlan, to realize multicultural cultural values, it is necessary ideology that recognizes and honors differences in integrity, both individually and culturally. Concepts associated with multiculturalism include democracy, justice, law, cultural values, equality, equal differences, ethnicity, religious beliefs, cultural expressions, private and public domain, human rights, and other relevant concepts.

One effective way to realize a multicultural society is through education. Education as an institution plays an important role in facilitating the dissemination and development of multiculturalism through its various components, such as curricula, teachers, and learning strategies. In connection with the concepts of multiculturalism that have been mentioned, education must provide civic values to students, so that they are prepared to accept and appreciate the differences caused by religious, ethnic, racial, language, and gender factors. Therefore, multicultural education is a learning process that enables the growth and development of civic values, thus forming a generation that recognizes and appreciates differences in identity, both individually and culturally. (Yahya, 2010)

In the context of Indonesia, Islam as the majority religion has a positive view of pluralism and multiculturalism.

Multicultural education is also important in developing awareness and appreciation of diversity in society. Schools can implement strategies that support the values of pluralism, such as organizing activities that respect cultural and religious diversity, as well as teaching tolerance and mutual respect.

In an article written by Erlan Muliadi, there are two things to do in building multicultural education in schools. First, a dialogue that puts every civilization and culture in a parallel position. Second, developing tolerance to give every culture an opportunity to understand each other. The tolerance that is meant here is not only conceptual, but also its implementation in everyday life. (Muliadi, 1970)

In addition, a multicultural Islamic education development model has been developed aimed at integrating Islamic values with cultural diversity in society. This

model involves five aspects of research focus, namely policy design, curriculum, learning methods, human resource development, and evaluation.

Study results show that the implementation of multicultural values in education can increase awareness and appreciation of diversity in society. Comparative studies between madrasah and schools show commonalities in applying multiculturalism values, such as respect for cultural and religious diversity and teaching tolerance and mutual respect.

Conclusion

In conclusion, the study emphasizes the importance of educating pluralism and multiculturalism in shaping awareness and acceptance of differences in educational contexts. The education of pluralism and multiculturalism plays a crucial role in shaping awareness of differences. Through this education, students can understand and appreciate the cultural, ethnic, religious, and social diversity that surrounds them. The education of pluralism and multiculturalism also contributes to the development of social and intercultural skills of students. By interacting with different individuals, students are able to learn to appreciate differences, overcome stereotypes, and build the ability to work together in the midst of diversity.

Implementation of education pluralism and multiculturalism faces challenges, including inadequate curricula, lack of teacher training, and resistance to change. Therefore, collaborative efforts from governments, educational institutions, and the public are needed to overcome these obstacles.

Strong support from governments, educational institutions, and the public is the key to the successful implementation of education pluralism and multiculturalism. Supporting educational policies, the development of inclusive curricula, and the active participation of the community are needed to create an inclusive educational environment and appreciate differences.

In the context of Indonesia, with its rich ethnic, linguistic, religious, and cultural diversity, education of pluralism and multiculturalism should pay attention to local diversity and promote social justice and deep intercultural understanding.

By strengthening the education of pluralism and multiculturalism, we can shape societies that are inclusive, tolerant, and appreciate differences. This effort must involve all stakeholders, including the government, educational institutions, teachers, students, and society at large. Through this education, we can build a better future where differences are appreciated and social justice is cherished.

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