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IMPLEMENTATION OF MULTICULTURAL EDUCATION TO IMPROVE TOLERANCE ATTITUDE BETWEEN SOCIAL GROUPS IN KALIPURO DISTRICT

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IMPLEMENTATION OF MULTICULTURAL EDUCATION TO IMPROVE TOLERANCE ATTITUDE BETWEEN SOCIAL GROUPS IN KALIPURO DISTRICT

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Abstract

Multicultural education is the process of developing all human potentials that respect plurality and heterogeneity as a consequence of cultural, ethnic, ethnic, and religious diversity. In its implementation, Multicultural Education emphasizes a philosophy of cultural pluralism into the education system which is based on the principles of equality, mutual respect and acceptance and understanding and a moral commitment to social justice. The purpose of this paper is to determine the role and influence of multicultural education in Civics subjects terms of overcoming the regenerating feud in the Gombeng group and the Madura group. The type of writing used is descriptive qualitative writing. The subjects in this paper are the Gombeng group and the Madura group. The place of writing is done in Kalipuro District, Banyuwangi Regency. In addition, the data collection techniques used are observation, interview and documentation techniques. does not play a role and has a lot of influence to stop the dispute

Keywords: Multicultural Education, Feuds, Social Groups

INTRODUCTION

. References (relevant literature or writings), need to be included in this section, in relation to the justification of the urgency of writing, the emergence of writing problems, alternative solutions, and the chosen solution. The way the source is written in the text needs to clearly indicate the name of the *author* and the citation of the source, in the form of the year of publication and the page where the manuscript is located. An example is: the results of writing show that more than 70% of students are not able to recognize authentic problems. (Paidi, 2008: 6).

Problems and objectives, as well as the use of writing in a narrative manner in paragraphs, do not need to be given a special subtitle. Likewise, operational definitions, if deemed necessary, are also written in a narrative.

The introduction is written in TNR-12 upright, with a space of 1. Each paragraph begins with a word that indents about 1 cm from the left edge of each column.

Indonesia is a pluralist nation (*pluralistic society*). The term plural society has the same meaning as plural society, the word plural comes from English which means plural in the diversity of society. Indonesia has various kinds of ethnic diversity, religion, race, customs and language, so that the Indonesian nation has its own uniqueness from other countries. The Indonesian state also has the motto "Bhinneka Tunggal Ika" which means "Different but still one". This diversity is a wealth that must be recognized and accepted by all elements of Indonesian society (Najmina, 2018:10).

Basically, this diversity is also the biggest challenge for the Indonesian people to maintain and maintain the unity and integrity of the nation, because diversity will be very vulnerable to causing conflict and division of the Indonesian nation. So to avoid conflict and division, it is necessary to have unity and unity as well as a national commitment which views that the diversity of ethnicity, race, religion and customs is a wealth and cultural treasure that must be a unifying element of the nation.

In addition, the way to respond to diversity is to apply an attitude of tolerance, harmony of life and a sincere appreciation for the reality of the religious cultural diversity of society and is one of the most effective media to give birth to a generation that has views that are able to make diversity a part that must be considered, constructively appreciate. Therefore, schools must provide multicultural education to students widely. Through multicultural education in the subject of Pancasila Citizenship Education (PPKn), it is taught regarding the process of inculcating a way of life of respect, sincerity and tolerance for cultural diversity that lives in the midst of a plural society. With this multicultural education, it is hoped that there will be mental flexibility of the nation in facing social conflicts (Tamami, 2018:30).

Pancasila Citizenship Education (PPKn) plays an important role in instilling multicultural values in students from an early age. From the start, if students are equipped with values including inclusive values, values prioritizing dialogue, democratic values, humanist values, values of tolerance, values of mutual help, values of mutual respect, and values of love for the homeland, then these values will be reflected, on student behavior in everyday life (Halimah, Nuryadi, & Rusniani, 2017:32).

In the subject of Pancasila Citizenship Education (PPKn) there is multicultural education which is expected to be able to accept and understand cultural differences or diversity that has an impact on differences in usage (ways), folkways (customs), mores behavior, customs (customs). According to Farida Hanum, "with multicultural education, from an early age, a person is able to accept differences, criticism, and have a sense of empathy, tolerance for others regardless of status, social class, class, gender, ethnicity, religion or academic ability" (Asendi, 2018:13).

The implementation of strengthening multicultural values in learning Pancasila Citizenship Education (PPKn) is an effort made by teachers so that students have attitudes that reflect multicultural values such as tolerance, democracy, humanism, prioritizing dialogue, love for the homeland. The focus of attention on multicultural education is to provide cultural insight to community members so that they can coexist peacefully with other social groups. This is in line with the results of the UNESCO APNIEVE recommendation which emphasizes that educational outcomes are not only related to the knowledge and skills of their students, but also in terms of inculcating and developing their values and affections, namely in the form of learning together, participating and collaborating with individuals/communities, from different cultural groups in all activities (Asendi, 2018:14).

In Kalipuro Subdistrict, Banyuwangi Regency, there are two social groups, namely the Gombeng group and the Madura group, which are feuding and have never been together for a long time, where this feud was built on the basis of differences in culture, habits, and values. Where the most significant influence is the establishment of legitimacy that is narrated or conveyed by the previous group leader to members in his group. So that the effect or impact on members in the group becomes a guideline that continues to be passed down or regenerated to new members. Not only that, the previous leader also created a doctrine that must continue to be implemented to every generation below him, the doctrine is to make its members have the power in battle to be able to protect their group, in order to destroy other groups. The elected leader is limited to someone who has an advantage in expertise or strength in a fight, who is directly elected by the members who recognize him. Not because of his intelligence or skill in leading, so as to be able to create products of positive thinking which can have a good impact on its members and other groups, even society.

If you look at those who are at war, among them are the age group 17-18 years old and have received multicultural education through Citizenship Education (PPKn) subjects starting from SMP-SMA, so that normatively they should be able to apply the values of tolerance, love for the homeland, humanism and democracy, but it doesn't seem to be reflected on the contrary, there is a clash of ethnic groups which has been happening for a long time and has regenerated from time to time until now.

Based on the background above, the writer feels that it is very important to find a solution to stop the feud and increase the attitude of tolerance between the 2 groups so that the author is interested in writing by raising the main problem, Kalipuro District, Banyuwangi?

The purpose of this paper is to determine the extent of the influence and role of multicultural education in Civics subjects in overcoming the feud in the Gombeng group and the Madura group in Kalipuro District, Banyuwangi.

RESEARCH METHOD

Contains the type of writing, time and place of writing, target/target, subject of writing, procedures, instruments and data analysis techniques as well as other matters related to the way of writing. targets/targets, writing subjects, procedures, data and instruments, and data collection techniques, as well as data analysis techniques and other matters related to the way of writing can be written in sub-sections, with *sub-sub-*. Sub-subtitles do not need to be notated, but written in lowercase starting with a capital letter, TNR-12 *unbold*, left aligned. An example can be seen below.

Type of

Writing This writing is a type of descriptive qualitative writing which is intended to obtain information about the implementation of multicultural education in building an attitude of tolerance in two social groups in Kalipuro sub-district.

Time and Place of Writing

Especially for qualitative writing, the time and place of writing need to be written clearly (for quantitative writing, it is also necessary, while for literature review there is no need for a time and place sub-chapter).

This writing will be carried out in Kalipuro District, Banyuwangi Regency, starting from April to completion in 2021.

Target/Subject of Writing

The target/subject of writing (for qualitative writing) or population-sample (for quantitative writing) needs to be clearly described in this section. It is also necessary to write down the technique of obtaining the subject (qualitative writing) and or the sampling technique (quantitative writing).

The subjects of this writing consisted of 13 people, including 8 from the Gombeng group, 4 from the Madurese group, and 1 PPKn teacher at SMA NU Gombengsari. The Gombeng group and the Madura group are social groups formed by adolescents aged between 17-18 years, in which this group is structured and is in the same sub-district. namely Kalipuro District, Banyuwangi Regency. Even though they are in the same sub-district, the Madura group and the Gombeng group are in different areas or environments. Members of the Madura group live in two different neighborhoods, namely the Lerek and Secang neighborhoods, where the Lerek neighborhood is located in the Gombeng Village, Kalipuro District. Meanwhile, the Secang environment is located in Kalipuro Village, Kalipuro District. Members of the Gombeng group, reside in the Gombeng neighborhood in Gombengsari Village, Kalipuro District (Statistics of Kalipuro District).

Procedure

Procedures need to be described according to the type of writing. How the writing is carried out and the data will be obtained, needs to be described in this section.

For experimental writing, the type of *experimental design* used should be written in this section.

Pre-Field Stage

What the author does are: Prepare a plan for selecting a place for data collection, selecting data sources and resource persons, as well as selecting and sorting information to launch and collect the data needed in a writing.

Field Stage

In this stage, it is divided into three parts, namely: understanding the background of writing and preparing to find a data collection model and entering the field or place of data collection and playing a role in collecting data.

Completion Stage

Develop a framework for the report on the results of the writing, covering the basis, finding the theme and formulating the problem. All data that has been obtained from the field and collected during the research,

Data, Instruments, and Data Collection Techniques The

data, how the data was collected, with which instrument the data was collected, and how the technical collection was, need to be explained clearly in this section. **Methods and Data Collection Tools The data**

collection process in this paper uses several techniques, namely as follows:

1. Observation

Observation is a complex process, a process composed of various biological and psychological processes. Two of the most important are the process of observation and memory (Sugiyono, 2017, p. 145). The method used in this technique is to conduct social interaction between information seekers and information providers. Observation techniques are classified into three (3) types of observation, namely participatory

observation, direct or covert observation, and unstructured observation. In this paper the author uses participatory observation techniques. So, in this observation the author came directly to two social groups, namely the Gombeng group and the Madura group.

2. Interview

Interview is a conversational process between two or more individuals that is directed, where one party becomes a seeker of information, and on the other hand as a provider of information about a matter to be disclosed. In writing, using interview techniques. The purpose of this type of interview is to find answers to problems more fully, where the parties invited to the interview are asked for their opinions or ideas (Sugiyono, 2017, p. 233). Interviews were conducted to obtain data or information about the implementation of multicultural education.

3. Documentation

Documentation here is a collection of data in the form of facts and data stored in the form of documents related to data on writing activities (Sugiyono, 2007, p. 234). The data obtained in the form of images and documents. The pictures of the documents in the writing include writing observations with one member of a social group, both the Gombeng group and the Madura group.

Data Analysis Techniques

How to interpret the data obtained, in relation to the problems and purposes of writing, need to be explained clearly.

(Note: Sub-sections can be different, according to the type or writing approach used. If there are procedures or steps that are sequential in nature, they can be notated (numbers or letters) according to their position).

Data Analysis Techniques

1. Data Reduction Data

reduction is carried out by selecting data that are considered basic, which have never been known. Reducing data means summarizing, focusing on things that are important, looking for themes and patterns, unique data that is different from other data and is data that is relevant to the writing question (Sugiyono, 2017, p. 247).

2. Presentation of Data

Presentation of data can be done in the form of tables, graphs, pies, charts and the like. By presenting the data, it will be easier to understand what is happening. Plan further work based on what has been understood. (Sugiyono, 2017, p. 249). In presenting the data the author uses tables and graphs.

3. Conclusion

The conclusion is drawn by looking at the results of the reduction and referring to the formulation of the problem and the objectives to be achieved. In writing, conclusions will be drawn from the results of observations, interviews, and strengthened by documentation.

RESULTS AND DISCUSSION

Overview of Writing

Subjects The subjects of this writing consisted of 13 people, including 8 people from the Gombeng group, 4 from the Madura group, and 1 PPKn teacher at SMA NU Gombengsari. The Gombeng group and the Madura group are social groups formed by adolescents aged between 17-18 years, in which this group is structured and is in the same sub-district, namely Kalipuro District, Banyuwangi Regency. Even though they are in the same sub-district, the Madura group and the Gombeng group are in different areas or environments. Members of the Madura group live in two different neighborhoods, namely the Lerek and Secang neighborhoods, where the Lerek neighborhood is located in the Gombeng Village, Kalipuro District. Meanwhile, the Secang environment is located in Kalipuro Village, Kalipuro District. Members of the Gombeng group, reside in the Gombeng neighborhood in Gombengsari Village, Kalipuro District (Statistics of Kalipuro District).

This social group is a group that is formed according to the name of the tribe members themselves, members of the Madura group are groups formed by Madurese teenagers who live in the Lerek and Secang neighborhoods. While the Gombeng group is a group formed by Osing ethnic youth, where the community or residents in the Gombeng environment are Osing ethnic communities. These two social groups have been

formed by them, when they were still in junior high school, which coincidentally they attended the same junior high school, and fought each other until they were in high school which coincidentally they attended the same high school again. The origins of the causes of the formation of each group include the occurrence of offence due to words, the purpose of existence for the sake of recognition, lack of understanding of tolerance and respect for differences, as well as a form of emotional outlet satisfaction. this group has been formed since about 10 years ago by the previous teenagers. Which means, this group regenerated from 10 years ago, to the present. On average, members of the Gombeng and Madura social groups formed this group when they were in junior high school.

Results and Findings in the Field

The relationship between groups is not harmonious or good, the existence of the Gombeng group and the Madura group, was indeed formed by its members to compete with each other to show their greatness and strength, which led to a feud. According to the narrative, the leader of the Madura group, Suseno, said that the purpose of forming the Madura group was to fight the Gombeng group because according to him, the gombeng group consisted of children who were pretentious and liked to cause trouble. This is also in line with the answer of the leader of the Gombeng group. So, it can be concluded that, the formation of the Gombeng group and the Madura group at this time was caused by the occurrence of offences between members. They brought this feud to the time they were in school. And the strange thing again, now that they have entered high school and are in the same class, the Gombeng group and the Madura group separate their own benches and chairs to be adjusted to sit with their group, which is given a distance of about 2 meters between the Madurese group and the group. goofy.

Feuds between these groups tend to occur in schools, the causes of their feuds include offence due to words, the purpose of group existence and for the sake of recognizing group identity, lack of understanding of tolerance and respect for differences, as well as a form of emotional outlet satisfaction. Problems that occur at school tend to be carried out outside of school, and vice versa. This is a problem and a big task for teachers as educators to unite these two groups. Therefore, multicultural education in Civics subject at school plays an important role which is the essence of raising awareness of the importance of tolerance. So that each individual in these two groups can unite and respect each other. **Analysis**

From the results of the analysis, it can be understood that the Gombeng and Madura social groups have been formed for a long time, then regenerate until now. This group is also built on the basis of differences in ethnicity, culture and way of life or different views. Relations between the two groups were very poor, so that there were frequent fights. Their feud had occurred when they were still in junior high school to high school, many small or trivial things that in the end sparked a fight that led to a physical fight. Multicultural education is expected to be a solution to overcome the problems of conflict between the Gombeng group and the Madura group. This poses a big question. Does multicultural education in Civics subject at school that is applied by teachers play a role and is influential or effective in building awareness of tolerance, so that both groups realize the importance of respecting differences and creating unity without having to discriminate?

Based on the results of observations, documentation and the results of the author's interviews with the subject of writing which refers to the formulation of the problem, that the role of multicultural education and the implementation of multicultural education does not have an effect in overcoming the conflicts that occur between the two groups. This is evident from the results of interviews conducted by the author with the two groups. So it can be concluded, the two groups, namely the Gombeng group and the Madura group, have received multicultural education in Civics subjects. 100% of all writing subjects, that is, both group members understand, that values about the importance of tolerance, unity, and respect for differences that exist in multicultural education are very important in life.

But unfortunately in their relationship, the two groups do not implement multicultural values. So they prefer to disagree which ends in disputes and fights. This evidence is strengthened by the results of the answers to questions the author gave to Mrs. AY as a PPKn teacher at SMA NU Gombengsari. That said, the causes of the implementation of multicultural education were not reflected in the two groups.

Because the conflict has been going on for a long time, there is also the age factor of teenagers who tend to have unstable emotions. To show the existence and ethnic identity. This is also reinforced by the results of the answers to the questions the author gave to both groups. That both groups tend to use suggestions, directions and input from their predecessors as legitimacy, so that they are implemented in their lives. This is what creates

a mental block, so that it is the cause of multicultural education not being reflected and implemented in the lives of the two groups.

Banks (2001) argues that multicultural education is *aset of beliefs and explanations that examines and assesses the importance of cultural and ethnic diversity in shaping lifestyles, social experiences, personal identities, educational opportunities from individuals, groups and countries*. Banks defines multicultural education as an idea, educational reform movement and educational process, whose main goal is to change the structure of educational institutions so that students, both male and female, students with special needs, and students who are members of different racial, ethnic and cultural groups (cultures) various kinds will have the same opportunity to achieve achievement (Banks, 1993).

Quoting the journal entitled "*Multicultural education in shaping the character of the nation*" (2018) by nana najmina, that ethnic, religious, racial, and intergroup (SARA) differences are real conditions that are inherited from generation to generation, which are elements of wealth that characterize cultural treasures nation, becomes a frightening specter, as well as a potential threat to the existence of the nation and the depletion of the sense of nationalism. (Najmina, 2018).

The results of writing are presented in the form of graphs, tables, or descriptive. Analysis and interpretation of these results is required before they are discussed.

The table is written in the middle or at the end of each text description of the results / results of writing. If the width of the table is not enough to be written in half a page, it can be written a full page. Table titles are written from left to right. All words are capitalized, except for conjunctions. If more than one line is written in single space (*at least 12*). For example, it can be seen in Table 1. The following results are in the form of pictures, or data made by drawings/schematics/graphics/diagrams/the like, the presentation also follows the existing rules; the title or name of the image is placed below the image, from the left, and is spaced 1 space (*at least 12*) from the image; more than 1 line, the lines are single-spaced, or *at least 12*. For example, it can be seen in Figure 1. below. The discussion is focused on linking the data and the results of the analysis with the problem or purpose of the writing and the wider theoretical context. It can also be discussed as an answer to the question why are such facts found in the data?

The discussion is written attached to the data discussed. discussion is attempted not to be separated from the data discussed.

CONCLUSIONS AND SUGGESTIONS

Conclusion

Based on the results of writing, observations and discussions that have been carried out regarding the implementation of multicultural education in Civics subjects in order to increase tolerance among social groups in Kalipuro District, the authors can conclude. That the two social groups, namely the Gombeng group and the Madura group, have received multicultural education in Civics. 100% of the author's subjects, namely all members of the two groups understand, that the values about the importance of tolerance, unity, and respect for differences that exist in multicultural education are very important in life. But unfortunately in their relationship, the two groups do not implement multicultural values. So they prefer to disagree which ends in disputes and fights. The factors that caused the implementation of multicultural education to not be fully reflected in the two groups were due to conflicts that had occurred for a long time, as well as the age factor of teenagers, who tended to have unstable emotions. And to show the existence and ethnic identity. This is also reinforced by the results of the answers to the questions the author gave to both groups. That both groups tend to use suggestions, directions and input from their predecessors as legitimacy, so that they are implemented in their lives. This is what creates a mental block, so that it is the cause of multicultural education not being fully reflected and implemented in the lives of the two groups.

Conclusions can be generalized findings according to the problem of writing, can also be recommendations for the next step.

Suggestions

Suggestions can be in the form of input for the next author, it can also be implicative recommendations from the findings of the writing

hoped that the next writer can find a solution for resolving the feud of 2 social groups and for teachers to better evaluate the provision of multicultural education materials so that they can be implemented properly.

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