THE IMPLEMENTATION AND DEVELOPMENT OF MULTICULTURALISM-BASED SCOUTING EDUCATION IN JUNIOR HIGH SCHOOL

Sofwan✉, Maman Rachman, Samsudi

Postgraduate Program, Semarang State University, Indonesia

Abstract

Scouting Education helps the students toachieve competence in cognitive, psychomotor, and affective domains. The statements of the problemin this study are: 1) how is the scouting education management model that has been held in the Junior High School? 2) howis the development of the management model of multiculturalism-based scouting education according to the needs? 3) how is the model of multiculturalism-based scouting educationin SMP developed? This study aims at: 1) describing the management model of scouting education in Junior High School, 2) developing a management model of multiculturalism-based scouting education in Junior High School,3) producing a viable and valid management model of multiculturalism-based scouting education in the Junior High School. This research employed Research and Development (R & D). The focus of research was the development of management model of multiculturalism-based scouting education in Junior High School. The data was collected through interview, observation, documentation, and Focus Group Discussion (FGD). The data measurement used theoretical and empirical validities. The validity of the data used the construct validity, triangulation of sources, methods, internal, and external. Based on the preliminary research, three public schools that became the subject of research were SMP 1 Mranggen, SMP 3 Mranggen, and SMP 2 Demak. Those state SMPs have had the vision and mission, but have not possessed any multicultural education subject. The existing scouting management has not been reflected in the planning, organizing, implementing, and monitoring (POAC).

INTRODUCTION

Scouting Education is very important to establish a spirit of multiculturalism for students. In so many decades, scouting education has been taught to students in several islands in the territory of the Republic of Indonesia (NKRI) which consists of 17.667 large and small islands. The total population of Indonesia is approximately 245 million people, consisting of 350 ethnic groups and customs which use nearly 200 different local languages and dialects. From the point of religion, there are Islam, Christian, Hindu, Buddhist and Cantonese and various other cults. From the point of culture, they have diverse ethnic cultures. From the point of ethnicities, they are from various tribes that spread throughout Indonesia (Kusmarni, 2010: 20).

Such diversity consciously or unconsciously can cause social conflicts vertically and horizontally if it is not managed properly. The cultural change as the process of globalization has penetrated people's life style patterns both in real life and in cyberspace. The concept of statehood, nation, and existence of cultural values is not yet fully understood by the people. Broad perspective of thinking can strengthen and unify the concept of multicultural diversity (Aly 2003).

The implementation ofmulticulturalism-based scouting education in the educational unit can provide reinforcement to the students on the importance of mutual respect between people, the diversity of culture, ethnicity, religion, tribe, race, differences in the level of economic, educational, social culture of Indonesiaso that the early social conflict can be prevented. The multiculturalism-based scouting education is very important to be implemented in the educational unit. As revealed by Azyumardi Azra that the establishment of Indonesian healthy multicultural society should be pursued in a systematic, programmed, integrated and sustainable ways (Azra 2008: 25).

CONCEPT OF MULTICULTURALISM

Sudarminta (2011: 10) states that multiculturalism is defined as: 1) the ideology which recognizes and respects the cultural diversity in equality, 2) understanding that fights for not only recognition of the fact of cultural diversity; 3) cultural differences need to be recognized and respected, 4) a shift in mindset from "different but one" to "one but different"; not just cultural pluralism; 5) politically linked to social justice, democracy and human rights; 6) politics in seeking recognition as equal citizens and equal rights, 7) cultural rights as one of civil rights that must be respected; 8) contrasted to mono-culturalism within the nation state which normatively embraces a common culture for all.

IMPORTANCE OF SCOUTING BASED ON MULTICULTURAL EDUCATION

Multicultural education is a process of teaching a way of life to respect, to be sincere, and to be tolerant of the cultural diversity that lives in the midst of a plural society. By multiculturalism-based scouting education, there will be mental flexibility for the nation in facing social conflict, so that national unity is not easily broken and disintegrated. Multiculturalism-based scouting education becomes very strategic to be able to manage diversity effectively and creatively, so that conflicts which emergeas a result of transformation and social reform can be mitigated.

Multiculturalism-based scouting education is particularly relevant to be conducted in supporting the democratization process, which is related to the recognition of human rights, non-discrimination, fairness, equality, and prosperity.

MULTICULTURAL EDUCATION

Sudarminta (2011: 3) states that multicultural education is: 1) an attempt to respond thestudentswho come from different cultural backgrounds, ethnicity, race, skin color and social class; 2) a practical response to the inability of several approaches: assimilation model of minority cultures into the majority culture, "salad bowl", "melting pot" models as

well as racism and discrimination against minorities; 3) effort to reform the learning climate.

Multicultural education provides a more flexible space to all levels of society. As described on QS. Al Hujurat: 13 which means "O you who believe! We created you male and female, and made you people nation and tribes that so you can know one another". The intent of the verse is: that Allah created the universe and its contents with diversity, which has their own potential, competence, and rights. Therefore, man as a noble servant of God must behave courteously and tolerantly.

Purpose and focus of scouting education based on multiculturalism

Sudarminta (2011: 5) states that the purposes of multicultural education are as follows: 1) conducting education reform movement in order to create the diversity of cultural background, race, ethnicity, religion and gender of learners; 2) helping individuals to gain a deeper understanding of themselves by looking their perspective from other cultures; 3) integrating multicultural content in the curriculum; 4) reducing prejudice and ethnicity, ethnic, cultural, gender and religion in schools and in community; 5) supporting the creation of a more democratic, fair, peaceful and prosperous society; 6) developing new nationalism; 7) reducing the suffering and discrimination; 8) socializing the importance of culture in education and that science is constructed socially and culturally.

The focus of multicultural education according to Tilaar (2002: 15) is that the multicultural education program does not focus on social, religious and cultural mainstream groups. Multicultural education emerges as a caring attitude and wants to understand or recognizethe others who are different. Multicultural education examines community as a whole toward the gap of racial inequality, injustice, poverty, oppression, and backwardness of minorities in the social, economic, cultural, education aspects and so on.

Approach of Scouting Education Based on Multicultural

According Arifudin (2007: 30), there are several approaches in the process of multiculturalism-based scouting education, including: a. paradigm shift in viewing education with schooling or multicultural education with formal school programs; b. avoiding the view of equating cultures with ethnic groups; c. competence development of a new cultural initiative usually requires interaction with people who already have the competence; d. multicultural education increases competence in some cultures.

Dimensions of Multicultural Education

Banks (1993: 30) identifies five dimensions of multicultural education which are expected to help scout leader in implementing several programs that are able to respond the diversity of learners, namely:

Dimension of content / material integration

This dimension is used by a scout leader or coach to give a description of the educational 'key points' by reflecting on different materials. In particular, teachers incorporate the content of learning materials into the curriculum with some diverse perspectives.

Dimension ofknowledge construction

This dimension is where the scout leaders help learners to understand some of the perspectives and formulate conclusions that are influenced by the disciplinary knowledge that they possess. This dimension is also related to students' understanding of the knowledge changes within themselves.

Dimension ofprejudice reduction.

Scout leaders do a lot of effortsin assisting students in developing positive attitudes about group differences. For example, when children go to school with negative behavior and have a misunderstanding of religion or ethnic difference from the others, education can help students develop a more positive intergroup behavior, providing an established and definite condition.

Dimension ofequal education/justice or equity in education

This dimension noticessome ways in changing the educational facilities that facilitate the achievement of educational outcomes of students from different groups. This dimension also includes strategies and learning activities that can be used as an effort to treat education fairly.

Dimension of school culture and social structure empowerment.

This dimension is important in empowering students' culturesat school which come from different groups. In addition, it can be used to construct a social structure that utilizes the potential of the student culture as diverse as the structural characteristics of the local school.

Benefits of Multicultural Education

Multicultural education is a process in which a person develops competencies in several standard systems to perceive, believe, and act. Some benefits of multicultural education according to Nasrudin (2010: 50) are as follows: a. Application of multicultural education is very important to minimize and prevent conflict in some areas; b. The scout leaders are expected to be creative and innovative to process and create an appropriate educational design; c. Multicultural education helps learners to acknowledge the accuracy in viewing diverse cultures; d. Multicultural education can guide, shape, and direct the student to have a mentality to live in the middle of very complex differences including in ideological differences, social differences, economic differences and religious differences.

STRATEGY AND MANAGEMENT OF MULTICULTURAL EDUCATION IN SCHOOLS.

Scouting and management of Scouting-Based Multicultural education strategies in schools is done through various aspects:

Aspect of Curriculum

According to Sanusi (2009: 35), multicultural education as a new discourse in Indonesia can be implemented not only through formal education, but also be through non-formal education.

Multicultural education, according to Smith (2002: 45) regards the curriculum in four approaches, namely: (a) curriculum as a syllabus, (b) curriculum as a product c) curriculum as a process, and (d) curriculum as praxis.

Aspect of class Management

Classroom management is critical to the success of the educational process conducted by educators because the optimal class management will generate motivation and develop the potential of learners.

Aspect of Multicultural Education Planning

The planning of multicultural education can be structured by: a) the implementation plan of multicultural education is developed through competency standard and basic competency contained in the subjects where multiculturalism education is integrated. b) The implementation of multicultural learning plan is prepared by teachers with reference standards and basic competencies which have previously been prepared by scout leaders through discussion activities of scout leader, coach, tutor unit, instructors, and *Kamabigus*.

Aspects of Multiculturalism-Based Scouting Education Process

Strategies and learning management are important aspects in multicultural education. For the aspects of this process and procedure, Ibrahim (1982: 45) mentions three (3) factors in management education, namely: (a) the physical environment, (b) the social environment, and (c) the style of teacher education.

Aspects of Multiculturalism-Based Scouting Education Evaluation

According to Sarilan and Azinar (2009: 50),an achievement assessment of basic

competence containing multiculturalism for learners is performed based on indicators of multiculturalism. The assessment is conducted by using the test and non-test in the form of written and verbal, performance observation, measurement of attitudes, and assessment of the work in the form of assignments, projects and / or products, portfolios, and self-assessment. The assessment containing multiculturalism is a series of activities to obtain, analyze, and interpret the data about the process and the learning outcomes of students.

IMPLEMENTATION AND DEVELOPMENT OF MULTICULTURAL EDUCATION IN SCHOOLS

The implementation and development of multicultural education in the educational unit can be carried out as follows:

1. Implementation of multicultural educationcan be done through:

a. Implementation of multicultural education is integrated with subjects

According to Arifudin (2007), the implementation of multicultural education does not need to change the curriculum, multicultural education lessons can be integrated within other subjects.

b. Implementation of multicultural education through self-development activities.

Self-development aims to provide opportunities for learners to develop and express themselves according to the needs, abilities, talents, interests of students, and school conditions.

1) A programmed self-Development

Self-development in Scouting is done through asystematic program, such as the following activities:

a) Extracurricular activities

Extracurricular activities at school include the Students' Union, Scouts, sports activities and others that must be followed by students from various ethnic and cultures.

b) Counseling Services

Counseling services in carrying out the activities must not discriminate the learners. The students with different origin must be served optimally when they experience difficulties in self-development, social development, study and career development.

2) Non-programmed self-development

Non-programmed self-development for multicultural education can be done through refraction, spontaneity, and discipline training such as a greeting among students and teachers, students with students, and students with the administration staffs.

a) Implementation of multicultural education through local content

Local content is a subject that is developed according to the needs of the educational unit. Education unit may organize a local content subjects each semester.

b) Implementation of multicultural education through environmental education

Multicultural education can be implemented through environmental education with the intention that the students will get closer to the actual environmental conditions that foster a sense of belonging, love, and appreciation toward the existence of environment.

2. Development of multiculturalism-basedscouting education in schools

The development model of multicultural education should be oriented to: 1) the understanding and awareness of diversity in unity; 2) the holistic integration of multicultural domains into several subjects; 3) the development of fundamental concepts and generalizations of multicultural education; 4) theorganizing model of multicultural educational materials; and 5) the development of multicultural competency assessment model (Lasmawan, 2010: 60).

CONCLUSION

Multiculturalism-based scouting education is an education process that provides an understanding on students about the pattern of interaction in the community due to the diversity and pluralism.

The dimensions of multicultural education, among others are: 1) the dimension

of the integration of the content/materials; 2) dimension of knowledge construction; 3) dimension of prejudice reduction; 4) dimension of equal education or equity in education; 5) dimension of school culture and social structure empowerment.

The implementation of multiculturalism-based scouting education in the educational unit can be done through: a) multiculturalism-based scouting education integrated with subjects; b) programmed or non-programmed self-development, c) the activities of local content; d) environmental education.

The development of scouting-based multicultural education can be done by: a) increasing the education, cultivation of understanding and awareness of the diversity of culture, b) improving the quality of processes and products through the development model of multicultural education, c) holistically integratingmulticultural domains within some subjects, d) developing the concepts and generalizations of multicultural education principals, e) organizing model of multicultural educational materials, f) developing educational management model.

Implementation and development of multiculturalism-based scouting education in the educational unit are: a) establishing a paradigm of diversity; b) appreciating diversity; c) establishing an attitude of social awareness; d) establishing anti-discrimination stance on ethnicity and religion; d) establishing anti-discriminatory attitude towards differences in ability.

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