

Pursuing Multicultural Education In Indonesia

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Abstract

Originally, being multicultural community and engage with diversity is a nature in Indonesia. Diversity phenomenon, has been stated and emphasized on national symbol “*Bhineka Tunggal Ika*” (it means “Unity and diversity”), “Sumpah Pemuda” (youth Pledge) in 1928 and “Pancasila.” As the largest archipelago in the world, Indonesia's people had life in a diverse reality; ethnics, tribes, religions, cultures, traditions and values. Indeed, multicultural issue is something important in Indonesia due to the uniqueness of hundreds variations in Indonesia. However, this reality is not followed by an educational system. The issue of multicultural education is still something new in Indonesia. The study of multicultural education, it's just had increased in 2000s. The rising phenomenon cannot be separated from the influence of political and social change in Indonesia. Nevertheless, Indonesia needs to rethink about its own multicultural education concept. This paper has been written as a reflection on this situation. We would like to describe the importance of multicultural education, deal with multiculturalism as national identity in Indonesia. At the first, we raise the issue of national identity as a reason that Indonesia needs multicultural education. Then, we offer a reflection how to maintain the diversity and emphasized national identity, local heritage and national resources as one of the content of multicultural education in Indonesia.

Keywords: Multicultural Education, diversity, national identity, local identity

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Introduction

Inspiring by the history of multicultural education in Western countries, it made me think and reflect about my own country; Indonesia. Suparlan (2002) said that multicultural in the USA, and Europe evolved from the consciousness of one ethnic (means white people) into a multi- ethnic (received the diversity). Before occurred World War II, the People in the United states and Europe, seems just only accepted one society throughout the world, it was "white people." The other ethnic is powerless, subordinated, discriminated with limitation of rights. The prohibition to color discrimination started in 1960 after the human rights movement for equality in 1950s (Suparlan, 2002).

This is slightly different from the historical birth of Indonesia as a nation. At the beginning of rising Indonesian independence day in 1945, Indonesian realized that Indonesia is a very diverse and multi-ethnic country. Indonesia is the very varied country. Driven by the same agenda of being independent of the Dutch colonialism, some young Indonesians from the variety ethnicity background felt the need of one unified identity (Buwono x; 2008). In October 1928, they gathered and made a declaration called *Sumpah Pemuda* (The youth Pledge). It is the first declaration of unity of Indonesia. On *Sumpah Pemuda*, it stated that even though Indonesia is very diverse, but have one nation, one land and one unity language; Indonesia. Since that day, "Indonesia" is a unifying identity of this archipelago.

In addition, nationalism of Indonesian was emerged as a common bond against colonialism (Buwono x; 2008). From this, union was born the national symbol "Bhinneka Tunggal Ika " (means unity in diversity). This slogan is a reflection of the nation's identity, which is created from multiple ethnic, religions, languages, cultures, and customs. Originally, this philosophy is quoted from " Sutasoma book." It was the ancient book from 14th century of Javanese heritage, that written by Mpu Tantular (Buwono x; 2008; Miksic et al, 2002) .

Something interesting on this part is although Indonesia has engaged with a multicultural phenomenon from the beginning, the study of multicultural education is slightly a new. The multicultural phenomenon is not following by arrangement education program. Even though, Indonesian today can live together in harmony, but there are so many challenging soon. Such as globalization issue, discrimination, class social, poverty, even national disintegration (Buwono x, 2008; Khisbiyah, 2000; Rachmawati et all. 2014; Suryawati, C., 2005). However, today several researchers and academic paper more and more discussed this issue in 2000s (Suparlan, 2002; Lubis, 2006; Syaifuddin, 2006; Amirin, 2012).

Why are we pursuing Multicultural Education in Indonesia?

Multicultural education is education for cultural diversity, or education for "people of colors" (Bank, cited Rahim, 2012). Multicultural education emerged from diverse courses, programs and practices. The multicultural educational system devised the academic institution to respond demands, needs and aspirations of the various groups of students (Bank, 2010; P.7). Consequently, not only a single identifiable course, but also the multiple education programs should be offered (Sleeter, 1996). The term multicultural education has described a wide variety of programs and practices. This program is related to educational equity, gender, ethnic groups, language minorities, low-income groups, and people with disabilities (Bank, 2010; P.7.).

As a worldwide issue, in October 1994, Unesco has recommended the multicultural education as global commitment (Rahim, 2012).

Country of Thousands Island and Hundreds of Ethnic & Tribes

Multicultural and diversity are a nature of Indonesia. Being unity in diversity is national identity. Indonesia people live in a very diverse community. Indonesia is the largest archipelago in the world, which has 17.508 Island and 81.000 kilometres coastlines (Ministry marine affair and fishery's Republic of Indonesia, 20015) and a maritime country (Kusumoprojo, 2009, Purwati, 2005; Dahuri, 2003; Ch, M. N. A., et all, 2008). It is located in South East Asian region, between the continents of Asia and Australia, and between the Pacific Ocean and the Indian Ocean (Kementrian Sekretariat Negara RI, 2013, Albert, Trommsdorff, Mayer, & Schwarz, 2005). Indonesia territorial sea area was 3 million square kilometres and economic exclusive zona were 3 million square kilometres (Kusumoprojo, 2009). Since 13th -17th century, Indonesia is a maritime nation, which became one of the trades centres around the world (Purwati, 2005). Furthermore, Soekarno as the first president emphasized that to be a strong and prosperous nation, Indonesia has become a marine nation (Kusumoprojo, 2009).

Indonesia is highly populated by around 222 million people in 2006 (kementrian sekretariat negara RI;2013). Therefore, Indonesia becomes the world's fourth most populous nation after China, India and the US (Kementrian Sekretarian Negara RI, 2013; Population Reference Bureau, 2003). Furthermore, Indonesia consists of 17,508 Islands (kementrian sekretariat negara RI; 2013) with 370 ethnic groups, around 370 languages (Amale et e; 212007).).In addition, not only Indonesia has varietie of cultures and languages but also varieties in religions and faith. According to Kementrian Kebudayaan dan Pariwisata (Maskur, n.d.) Indonesia has 125 faiths with six religions are acknowledged and approved by state, namely Islam (88%), Catholic and Protestant (8%), Hindus (2%), Budha (1%) and konhuchu (1%) (CIA cited in Albert, et all; 2005).

For these reasons, it is relevant to conclude that Indonesia is very diverse in nature (Miksic et al; 2002; Kosasih, n.d.). Indeed, multicultural issue is something important in Indonesia due to the uniqueness and cultural diversity in Indonesia. However, the concept and theory of multicultural education are still something new in Indonesia. This phenomenon cannot be separated from the influence of political and social change in Indonesia. Nevertheless, Indonesia needs to rethink about its own multicultural education concept.

On this part, we would like to say is that Indonesian, especially government need to pay attention to this condition. Today, we can live together in harmony due to our characteristic, the influence of local wisdom and religion's values that hold Indonesian in peace. However, the situation was gradually changed. The young generations had faced several challenging soon such as globalization, economic problems, social class problems, that could destroy the values. So, the lesson learning of multiculturalism which are implemented in education is something important to do.

“Pancasila” (Five pillar) and “Bhineka Tunggal Ika” (Unity and Diversity)

At the beginning of rising Indonesian independence in 1945, Indonesian People realized that Indonesia is very diverse and multi-ethnic. Indigenous people of varied indigenous who have lived for thousands years in the Indonesian archipelago, have felt the same need that wants independence from Dutch colonial (Buwono x; 2008). Further, some of the youths from different racial were congregated, united and sworn to defend the homeland which is called The Republic Indonesia. Nationalism of Indonesian was emerged as a common bond against colonialism (Buwono x; 2008) . From this, union was born the state symbol "Bhineka Tunggal Ika " (means unity and diversity). This slogan is very aware of the nation identity, which is born from the diversity of ethnicity, religion, language, culture, and customs. This philosophy is quoted from Sutasoma Book. It was the ancient book from 14th century of Javanese heritage (Buwono x; 2008; Miksic et al, 2002) .

However, according to Khisbiyah (2000) " dictum of national unity (Bhineka Tunggal Ika or unity in diversity) occupies only cognitive awareness of societies and lip service to the leaders. It is not yet implemented a social in the daily lives of societies "

This phenomenon requires serious attention. Noble values in the philosophy of “Bhineka Tunggal Ika” must be maintained and implemented in Indonesian societies. Indonesia requires an educational system that implements acceptance of diversity to maintain harmony in society. This was basically in line with the spirit of the Legislation on National Education System (UUSPN), 2003. One of the dictums of UUSPN of 2003 specifies that the national education put one principle: "that education held in a democratic and fair and not discriminatory to uphold human rights, religious and cultural values, and diversity of the nation" (Aly; 2005). Recently, people of Indonesia have needed to find the right formula to maintain national integration. The symbol and spirit of " Bhineka Tunggal Ika or Unity and Diversity" are not enough. Indonesian must preserve the first goals of the nation to be “unity and diversity." So multicultural in Indonesia become truly multiculturalism society. Moreover, these values were emphasized by Pancasila means five nations Pilar ; (1) believe in God, (2) justice and civilization of humanity, (3) unity of Indonesia,(4) democracy led by the inner wisdom of deliberations of justice, (5) social justice for all Indonesian people.

Regarding to Althusser (2006) there is no productivity without support from the elements of the productivity itself. Any kind of the productivity can't determine by “top down” decision; it must be built from the bottom. So that inspired us how to implement “ Bhineka Tunggal Ika” in the whole nation. That is not constructed from the top, but should be starting from the bottom with supporting from all elements.

Maintain the Diversity

Realize and maintain the diversity is an important part in a developing country, especially in an education field. These following are a few ideas that need to be initiated in Indonesia regarding to the multicultural education implementation in Indonesia.

Emphasizing National Identity

As mentioned above, Indonesian has been accepting diversity idea, even when other countries struggling with discrimination and racism. In historical view, Indonesia had a good starting foundation in favor the diversity and exalting human values, receive the diversity and differences.

Indeed, Indonesian still need to learn from another country to maintain the diversity. However, this condition not makes us pessimistic, but Indonesian should be positive to reach the future. Life in diversity is inherent in our soul and passion. People in Indonesia have had “Bhineka Tunggal Ika” (unity and diversity) and “Panca Sila” (means five Pilar nation), as symbol and national foundation in multicultural life. We think that we should back to our identity to develop our own multicultural view. “Bhineka tunggal Ika” is not enough only as a national symbol. The implication of this symbol in needed. The school curriculum should be adopted this issue to the class. The diversity of cultures, religions, races, ethnics, and languages, should be offered to the students.

Another point to support this idea is the social system and community movement to maintain our multicultural. In general at least, there are four main kind of group people could arrange multicultural in a Social movement; the constituent base, the power holders, the activist, and the general publics (Sleeter, 1996). All of part of this society altogether must have work together and make cooperation for the better future. The social change of community can't be partially but should do all together.

The Importance of Local Identity

The local identity that content the pure and originality region condition and situation. It was including a characteristic of geographic, natural resources or climate, culture and tradition, social life, and religion. We can say that localized is a hallmark of this area.

Indonesia has a variety in geographic. It covered the lowlands, highlands, coastal beach, mountains, valleys, forests, fields, or in the mining areas. Vygotsky said that environment surrounding us is very important in human life. The educational approaching that providing service, which considers the geographic and demographic advantage is what can realize real education. The education is managed according to the needs of local communities.

Every community within a nation must have a local advantage in their respective regions. The localized advantage of each region is different from other regions. Local advantages can be achieved from geography, natural resources, human resources, history, tradition and culture, language, crops, creation of art, social services, information and communication technology, ecology, and others, (Dwigatama, 2007; Santoso, 2010). Basically, the regional advantages possessed of an area can be empowering the society and increase the income or increase revenue (Original Regional Income). (Dwitagama, 2007; Scott, et al, 2009).

The local identity could be one of the content in multicultural education. It would emphasize acknowledgement the origin of identity, in line with the awareness of other's culture and identities. Talking about empowering local content has been discussing in several researchers in Indonesia (Budyanto et al. 2012; Natadjaja, L.,

2005; Sudianto, 2006; Damarhati, 2012; Soetopo, 2004; Wachidi, et al. 2009; Wijayanti, 2008; Mulyasa, 2009; Lestari, et.al., 2014). However, we need to emphasize it and consistent in that perspective.

The local identity on this perspective, as following:

a. Geographic

Geographical is referred to the characteristic of the particular region, or a natural feature of a place (Merriam Webster, 2015), for example, 's mountain, rivers, hollow, hill, coastal marine or other. People in Indonesia live in variety geographical condition. For instance, kampong nelayan is a community that lived in coastal marine. Sundanese people in West Java they live in highland, coastal marine, or a farm.

b. The potential of regional economic growth

The potential of economic growth, it could be rising from mining product, crops, animal husbandry, fishery, artistic creativity, culturally perform or product, culinary, services, human resources or any others. For examples, Garut city in West Java was popular with farming a lamb and sheep, oranges, and “dodol Garut” (traditional food). The economic of Gorontalo was increasing with the corn farm. Dompu has eminence in farming, animal husbandry such as goat, cow, horse. At Bima, they have the eminence of local marine and farming. Sumbawa has mining product and animal husbandry. Lombok has farming and tourism (Trisongko, et al., 2012; Gurur, 2012).

c. The local culture and social life

Lensky described that cultural communities are those whose members are united by ties of a communal cultural tradition, such as racial and ethnic groups and religion (Suharto, 2005) in addition, Scott J, et al (2009) replenish with self-sufficiency, kinship, familiar life-styles, and various intensive types of social interaction. In this part, what we have in cultural community is a crucial part that need recognizing and develop in the education system. It covered ethnic, indigenous, religion, lifestyle, kinship, language, manners, culture and tradition, daily activities, art, local creativity. For examples in Indonesia, we have a lot of tribal and language, batik, variety dance, musical instrument, traditional ceremony and others that connecting with localized area. What we would like to say in this part is the education cannot be separated from the culture and community where education it occurs. It always related to community development and empowerment (Suharto, 2005). Actually, Indonesia has legislation, which is noticed to local content in curriculum. It was stated on legislation of System National Education article 37, subsection one letter j. So it was need maintained in a hard work.

The National Resources

This below, introducing national identity and situation in Indonesia related to multicultural education was needed to adapt as a vision and implementation in all nations.

1. Human resources

Indonesia has huge population is around 222 million people in 2006 (kementrian sekretariat negara RI; 2013). Therefore, Indonesia becomes the world's fourth most populous nation after China, India and the US (Kementrian Sekretarian Negara RI,

2013; Population Reference Bureau, 2003). The government need to maintain these human resources. If it is not doing well, these big human resources would become a burden and a problem of unemployment.

We need to know people characteristic, talent and potential. On this understanding, we will know how to maintain, support and facilitate them on the right place. From the reference, Indonesia's person was known as a person who loved mutual assistance or *gotong royong* (Bowen, 2011; Tashadi et al ., 1982), creative and religious people. These general profiles are the identity that should not be overlooked. These characteristics are quite different with people from western country that more individualist and independent. So, the consequence is difference. For instance, the competitive arrangement probably is not dealt with Indonesian characteristic. The educationist should be aware of this potential characteristic.

2. Cultural Resources

Furthermore, besides have the beautiful nature and abundant natural resources, Indonesia also has a diversity of arts and culture that are very special and unique. It has hundred years old and had foundation as a big society in ancient times.

The views of diversity of examples of arts and cultures are following;

The Artifacts

Artifact is a cultural form of arts material. Some of the artifact in Indonesia are followings; big temple (Borobudur, Prambanan, Mendut in Java), Asmat sculptures, Bali and Jepara carving, ceramics (Klaten, Plered), ikat (Sundanese and Flores), batik (Garut, Cirebon, Yogyakarta, Solo, Pekalongan, Papua, and Kalimantan)

Dance

Indonesia has a lot of variety dances from around the country. Every tribe has to own dancing. On 370 tribes, each of the tribes has numbers of dances. It will be a huge number. Some examples of dance in Indonesia, as follows Pendet dance, Kecak and Legong from Bali. From Java, there are serimpi, reog Ponorogo. The dances from West Java are Kijang dance, Anggareni, Kandaga, Jaipongan and Topeng dance. The dances of Northern Sumatra are mulih-mulih, and a dance from West Sumatra is Piring dance and Putri dance.

Wayang (traditional Puppet)

Indonesia had three kinds of wayang; namely wayang orang (people as a puppet), Wayang golek (three dimension puppet made by wood) from West Java, and wayang kulit (two dimension puppet made by leather) from East Java.

The traditional music

We will find a number of traditional musical instrument in Indonesia, of which there are angklung, kecapi (traditional harp), suling (quite similar with flute), calung and pupuh in West Java. We have a set musical instrument of gamelan from West Java, Central Java and Bali. Each of gamelan is different and has its own characteristics. In addition, there is also a musical instrument Tetabuhan Kanda of Sulawesi.

Languages

According to Amalee (2007) Indonesia had 370 tribes, so every single tribe in Indonesia has its own language, means there are around 370 languages anyway.

Traditional Cloth

Indonesian traditional clothes were varied, there is baju bodo (Sulawesi), songket, kebaya sunda (West Java), traditional cloth Aceh Besar (Nanggroe Aceh Darussalam), surjan and kebaya (yogyakarta), iban (Central Kalimantan) and others. Almost every tribe has traditional cloth.

Traditional house

House architecture also varied; each has a name and meaning. Some of the houses that we know of them are rumah gadang (Minangkabau), rumah Bapan (Betawi), rumah tongkonan (Toraja), joglo (Central Java), rumah tradisional Bali, rumah Dayak, rumah tradisional Aceh, rumah uma (Mentawai), rumah ruma or jabu (Hobo), rumah betang (central Kalimantan).

Indigenous Customs and Ceremonies

Every tribe in Indonesia has its own customs; some examples of traditional ceremonies are often used as tourism such “Sekaten” to commemorate the birth of Prophet Muhammad (Yogyakarta), monaho-Ndau ceremony, performed when the season arrives (Tolaki Southeast Sulawesi), Bedouin community ceremony before planting rice, and the Bali funeral ceremony called “ngaben”.

Varieties of foods and culinaries

Almost every tribe has its own special food, for examples pempek (Palembang), gudeg (Yogya), Tahu Sumedang, peuyeum Bandung, colenak and dodol Garut (West Java), rendang and Balado (West Sumatra), ketan lemak (Jambi), bread crocodile (betawi), Sate (Padang and Java), Soto (Bandung, Betawi), Rujak and Lotek (Bandung), Ayam Betutu (Bali).

Traditional games

Almost all regions have a traditional game. Some examples are games gatrik, ucing benang, congklak, galah asin, sorodot gaplok, beklen, loncat tinggi, sondah, bebentengan (West Java), the game gibbon (South Sumatra), the game pindah bintang (East Kalimantan), or even game-Makkah Makkah (Aceh).

3. Religions

According to official statement of the ministry of religious affairs of The Republic of Indonesia (2015), it stated that Indonesia was a religious nation. This is reflected in daily life, in the documents of state, on the philosophy of Pancasila, 1945 constitution, on the ministry development plan (Repelita) books and on the speeches of state. It stated that philosophically, socio-political and historical, religious is deep and rooted in the way of life Indonesia's people.

According to Ministry of culture and tourism (2013) Indonesia has 125 faiths with six religions are acknowledged and approved by state, namely Islam (88%), Catholic and Protestant (8%), Hindus (2%), Budha (1%) and konhuchu (1%) (CIA cited in Albert, et all; 2005). In this plural religions, the society can live in harmony.

Historically, Hindu can be treated from the fifth-century AD, with the establishment of the Hindu kingdom such as Kutai in Kalimantan, Tarumanagara kingdom in West Java and Purnawarman kingdom in Central Java. In the eighth century, Buddhism became one of the religions that influence of Srivijaya empire vast enough to Sri

Lanka, Thailand and India. Borobudur temple was built as a symbol of the triumph of Buddhism. Furthermore, Islam came to Indonesia at the seventh century through Arab traders. Nowadays, Islam becoming the largest religion in Indonesia. At the 17th century, Christian came to Indonesia (Goh, 2005)

4. Natural Resources

Indonesia is a country, with a huge number of natural resources that sufficient for thousands years, said Chen-Ching Li, Professor Shih Hsin University, Taiwan on his speech. If we identified the natural resources of Indonesia, we can see that Indonesia is looked like a warehouse treasure, many precious things that we can find in this country. Not only mining products, but also the plant such as fruits that we can enjoy it for all years available in abundance. However, these natural resources did not maintain in a good way and not make people wealthy. There are many problems of miss management and corruption. The government should be pay attention about this.

Here are the natural resources that were found in Indonesia (Amalee, 2007);

The mining product

Indonesia has a lot of mining products. This mining was spreading all over country from Sabang until Merauke. For example, 's gold-silver in java, Aceh, Sumatra and Kalimantan. The mining of diamonds is available in Kalimantan. The Petroleum is existed in Java, Sumatra, Kalimantan and Papua. The Iron ore are spreading in Java and kalimantan. The coal in Java and sulawesi. Asphalt in Buton Island and soon.

Farm and Plantation

Sumatra Island is the most famous in producing coffee, rubber, paddy, pepper, clove. Java island was popular with sugarcane, tobacco, rubber and coffee. The island of Borneo is a producer of rubber, rattan, pepper and rice. Sulawesi Island producer of corn, cane, coffee. Halmahera and Papua island is the sago producer. Also The island of Papua recognizing as the potato producer.

Flora and Fauna Species

Indonesia also has a distinctive flora and fauna, which is unique and special species such as a giant flower "rafflesia", Sumatera tigers, Java rhinoceros, orang utan kalimantan, bird of paradise "Cendrawasih" of papua, anoa, and komodo (dragons). Indonesia is a paradise for biologist, botanist, ecologist, zoologists, horticulturist. Indonesia could be a centre for natural research.

Medicinal Plants

Indonesia also has a variety in medicinal plants. The society was accustomed to dispensing of traditional medicine from various plants. Some examples of medicinal plants such as turmeric, ginger, cloves, bitter, betel, kencur, cat whiskers, lemon grass, cumin, beluntas leaves, celery, onion,

Afterwards recognizing diversity in Indonesia, multicultural education program has a role to introduce, emphasize and teach this all varieties. Every single tribe and ethnic had their own uniqueness as their resources. The student need to knowing and emphasizing their particular identity first before recognizing and respect the others. Moreover, knowing local treasure could emphasize independence and national

identity. The focus on innovating and developing localized wisdom would be a huge work of society and a valuable provision in the future.

Conclusion

Indonesia is a very diverse country. Multiculturalism is something important in Indonesia. Originally, it has emphasized on national symbols "Bhinneka tunggal Ika" (unity and diversity) and Pancasila (five pillars). In addition, the unity it had declared on "Sumpah Pemuda" (The Youth Pledge) before Indonesia's independence days in 1928.

However, the awareness of diversity didn't follow by implementation in the education field. The government didn't arrange a real program to maintain this asset value. Although Indonesia has been independent for 70th years (1945-2015), but the concept of multicultural education is still something new issue.

It just realized a condition of diversity in the society is not enough. The big homework of Indonesian is how maintaining and deal with this all varieties. In our opinion, we cannot just rely on community itself to preserve the values. We can't let the society implement these values inter generations, without emphasizing, motivated, appreciated and supported by the national system.

Moreover, the study exploring the local wisdom that we have, is needed to be done. Live in harmony on diverse community is not an easy way. However, Indonesia has been successfully done it. It's needed investigating, exploring, evaluating, rejuvenating and publishing the ancient values, which was a solution for Indonesia.

Indeed, the cultural change took quite a long. We can see it from the historical view in the western country. They need at least around 50 years (1960s - nowadays) to change. Until today, they are still in progress establishing this issue. It so does in Indonesia, for sure; it will take a long time to change. However, it had never been better than no time trying to develop a new education era.

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