



Implementation of Multicultural Education Values in Higher Education: A Case Study of Indonesian Universities

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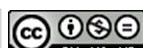
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ABSTRACT

The purpose of this research is to describe the implementation of multicultural education ideals at Langlangbuana University, as well as the significance of multicultural education for students and lecturers at the university. As a research subject, Langlangbuana University may have been chosen because of its diversity or special initiatives in implementing multicultural education. This research can identify how these values are implemented in the curriculum, extracurricular activities, and university life in general. A qualitative case study methodology is used in this work. This research is organized and structured in such a way that it is based on facts that occur in the field to gain answers to the research questions. Each participant responds to questions about the implications and importance of values in intercultural education at Langlangbuana University by drawing on their knowledge of specific cases or experiences. Tolerance values, democratic values, justice values, and patriotic values are among the multicultural education values implemented at Langlangbuana University. In-depth observations and interviews were used to describe the attitudes of Langlangbuana University students and lecturers toward tolerance, democracy, justice, and patriotism. Despite their differing religions, they get along well and appreciate each other. The relevance of multicultural education at Langlangbuana University can help students and lecturers comprehend and be conscious of Indonesia's diversity, as well as create mutual respect and collaboration among students and lecturers. Aside from that, multicultural education can assist students and lecturers in creating a pleasant learning atmosphere with mutual respect between individuals from various backgrounds. This research could be one of the few or even the research that in-depth examines the implementation of multicultural education at Langlangbuana University.



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INTRODUCTION

Indonesia, as a pluralistic country, is very relevant for developing learning models based on the spirit of multiculturalism. Plurality can be a source of strength for society. Still, it can also be a threat to the unity of a plural society, as the identity of the Indonesian nation necessitates a concept of unity above diversity. In this condition, the concept of multiculturalism is expected to be present because multiculturalism is based on recognizing the diversity of a heterogeneous society (Kusmiran & M, 2023). This heterogeneity can be interpreted as diverse cultures, traditions, lifestyles, religions, and other forms of differences. Weak multiculturalism in a



pluralistic society can trigger conflicts that are very detrimental to many parties; political, economic, and religious issues can stimulate these conflicts, and so on (Nugraha et al., 2020).

Multiculturalism itself contains recognition of the dignity of humans living in their communities with their own unique cultures (Mahfud, 2016). Meanwhile, culture itself cannot be separated from four important themes, namely religion, race, ethnicity, and culture (Dawam, 2003). This means that the multicultural discussion includes not only cultural differences but also religious, racial, and ethnic diversity. Banks (2005) explains that multicultural education is understood as an educational concept that provides equal opportunities to all groups, regardless of gender, social class, ethnic group, race, or cultural characteristics, to get equal opportunities in their environment.

The multicultural worldview encourages us to value and appreciate different cultures and religions. As a result, the implementation of multiculturalism necessitates an understanding of each local culture to mutually recognize and respect the diversity of cultural identities while maintaining a spirit of harmony and peace (Wati, 2013). This is consistent with what Prudence Crandall stated in (Hartono & Hasyim, 2003), who noted that multicultural education is education that takes into account students' ethnic, racial, and religious variety (beliefs) and culture. The meaning of paying attention carefully here is not simply paying attention, nor is it the same as simply knowing that the pupils' backgrounds differ. More than that, paying attention means not using differences as an excuse to treat each student differently. Respecting and conserving one's ancestors' culture, including being a part of Indonesia's country, is thus founded on an egalitarian, tolerant, and democratic mindset (Agus Munadlir, 2016).

Multiculturalism is a way of life that values and respects other people, both as a community and as individuals. Multiculturalism is prevalent in the educational context, particularly in the tertiary environment, where students and lecturers are devoted to always being tolerant, respecting one another, and appreciating the distinctions that exist within a tertiary/university environment (Nawangsih et al., 2022). As a result, this study will focus on multiculturalism, which is prevalent in the tertiary environment, because tertiary institutions (universities) have committed that students and lecturers must always be tolerant, respectful of one another, and appreciate the differences that exist within a tertiary/university environment. The learning process at any level of education is expected to be smooth, stable, and sustainable. This largely determines the effectiveness and quality of such a learning process (Fasanmi, 2024). Higher education is an educational institution that trains students to become members of a generation with knowledge, insight/behavior, and actions in national and state life that take multiculturalism into account. The Indonesian nation's plurality, which includes diversity in culture, ethnicity, color, and beliefs, can be leveraged as a synergistic source of strength in molding the nation's and state's progress.

Langlangbuana University is a postsecondary university in Bandung, Indonesia, with 15% of students from Papua, NTB, and NTT. Furthermore, the majority of the academic community at Langlangbuan University is Sundanese, as well as other ethnic groups such as Javanese, Makasarese, Papuan, Balinese, and others. Aside from ethnicity, religion includes both Islam and Christianity. As a result, it is unsurprising that the values of Multicultural Education at Langlangbuana University must be applied in daily life, particularly to students (Rohartati & Robandi, 2023). According to Zamroni (2011), multicultural education can be used as a tool for social engineering through formal education. This means that institutions must play a role in instilling an awareness of life in a multicultural society developing an attitude of tolerance and tolerance to realize the needs and ability to cooperate with all existing differences.

Instilling multicultural values on the Langlangbuana University is carried out in several activities inside and outside lectures. Lecturers and students try to communicate a way of life that is respectful, sincere, and tolerant towards the diversity that exists at Langlangbuana University. Multicultural education is a social policy based on the principles of cultural maintenance and mutual respect between all cultural groups in society (Hakim & Untari, 2018). According to Banks (2002), multicultural education has five interrelated dimensions, namely: (a) Content Integration:

Integrating various cultures and groups to illustrate fundamental concepts, generalizations and theories in subjects/disciplines; (b) The Knowledge Construction Process; Students read to understand the implications of culture in a course (discipline); (c) An Pedagogy: Adapting teaching methods to students' learning methods in order to facilitate the academic achievement of students who are diverse in terms of race, culture and social aspects; (d) Prejudice Reduction: Defining students' racial characteristics and determining their teaching methods; and (e) Training groups to participate in sports activities, interacting with all staff and students of different ethnicities and races in an effort to create an academic culture. The learning process at all levels of education is expected to run smoothly, stably, and sustainably. This determines the effectiveness and quality of the learning process (Fasanmi, 2024). In lectures, in general, the form of cooperative learning is teaching and learning activities carried out by lecturers in the form of small groups; students learn and work together to arrive at an optimal learning experience, both individual and group experiences (Sembiring, 2015).

The research objective of this article is to describe the implementation of multicultural education values at Langlangbuana University and the importance of multicultural education for students and lecturers at Langlangbuana University.

RESEARCH METHOD

A qualitative case study methodology was adopted in the investigation. According to (Nawawi, 2003), case study data can be received from all parties involved; thus, the data in this study was gathered from a variety of sources. This research is organized and structured in such a way that it is based on facts that occur in the field to gain answers to the research questions. Each individual responds to each case or experience that the subject is aware of regarding inquiries concerning the implications and significance of multicultural education values. The subjects of this study were 15 students and lecturers from various departments at Langlangbuana University, totaling 13 students and two lecturers. Techniques for gathering data include observation, interviews, and documentation. The participant observation technique involves being immediately and actively involved with the thing under study. Open interviews were conducted by interview norms, and research data sources were gathered by analyzing pertinent documents. Data analysis with data triangulation to ensure the validity of research results. This means comparing data obtained from various sources (interview results, observations, and documents) to see whether there are consistencies or differences in the information collected (Susanto et al., 2023). The results of the analysis will be arranged in the form of a narrative that explains how the values of multicultural education are implemented at Langlangbuana University, as well as the effectiveness and challenges faced.

RESULTS AND DISCUSSION

Implementation of Multicultural Values at Langlangbuana University

The results of research in the field were carried out through interviews, observations, and also documentation with students and lecturers at Langlangbuana University, therefore the researcher will try to explain the research results based on the results in the field as follows:

Tolerance Value

The attitude of students who respect one other for other students of different religions exemplifies the implementation of the value of tolerance at Langlangbuana University. When the call to prayer sounds and the hour for prayer arrives, Muslim students can pray in the Al-Ikhlas Mosque within Langlangbuana University, while non-Muslim students do not mind the sound of the call to prayer and respect Muslim students for praying there. The Al-Ikhlas Mosque is located at Langlangbuana University. Furthermore, the students of Langlangbuana University are very tolerant of one another, as evidenced by the presence of PMM students in 2023, namely the Merdeka Student Exchange Program 3 (PMM 3), a program from the Ministry of Education and Culture in which students spend one-semester gaining learning experience from other existing

universities in Indonesia while strengthening unity in diversity. Students from outside the region study at Langlangbuana University as part of the PMM program. With the presence of students from the PMM program, Langlangbuana University students can communicate with one another and share stories about their experiences in college. Tolerance is a mindset that must be fostered in a heterogeneous society, particularly in higher education. At Langlangbuana University, this is designed to establish a culture that maintains harmonious connections by avoiding opposing attitudes in religion, race, ethnicity, and language. Compassion, knowledge, benefit, universality, and justice are all essential teachings that are paralleled by tolerance. Tolerance, according to Rahmah's (2009) research, is the key to peace, and peace is the path to equality and growth. Tolerance entails recognizing opposing viewpoints, beliefs, habits, and conduct (Rosyidi, 2021). Mutual tolerance, respect, and consideration for various religious groups and adherents. Religion itself desires that its followers be flexible, open, open-minded, and respectful without force (Rifa'i, 2016). This tries to create harmonious relationships and a measure of concord by eliminating clashing attitudes in religion, race, ethnicity, and language.

Democratic Value

The implementation of multicultural education values in democratic values at Langlangbuana University can be seen in democratic election activities to elect student representatives in the Student Representative Council (DPM), Student Executive Board (BEM), HIMA, or certain committees. Encouraging active participation of students in the learning process by conducting discussions and involvement in class decisions, not only that, students are free to express opinions and ideas in class, this reflects a democratic spirit where every student has the right to speak and contribute. Various indications, including literature, have confirmed that university classrooms are still mostly inactive and undemocratic, dominated by instructors and lecturers. That is, little or no atmosphere is created for the student to be a socially active participant in generating knowledge which appears to have affected their sociality in the university and their lives after their university education (Omodan, 2022), hence the importance of the value of democracy in higher education.

Instilling democratic values today can begin at a young age through mutual respect for one another. If all citizens share democratic values, a democratic country will be established (Adisel & Suryati, 2021). Democratic behavior and culture must be incorporated into social life as well. It is not enough to create a democratic culture by imposing rules on the community; it is also important to introduce or communicate these rules to the community. According to Arif's (2007) research, democracy is more than just a political system or formal laws enshrined in a constitution. The extent to which democratic values are applied in social life determines the success or failure of democracy implementation. Democratic values such as tolerance, respect for other people's viewpoints, equality as citizens, and rejection of discrimination are examples of democratic ideals that discriminate (Sagay, 2024).

A similar thing was stated by Suparno (2004) who stated that democratic values are values that form a non-discriminatory attitude. Democracy upholds the equal rights of everyone, which means the rights of themselves and others are the same. Democracy provides equal opportunities to every citizen and cooperates with other people without discriminating against each other (Romadhoni, 2023). Everyone gets equal rights and treatment in the eyes of the state regardless of ethnic background, race, religion, social level, and gender (Sagay, 2024). Democracy does not allow oppression, whether individual or group. Democratic values teach individuals to respect each other.

Justice Value

The implementation of the principle of justice at Langlangbuana University may be seen in policies that assure equal treatment of all students, a fair approach to conflict resolution, and the provision of the same services, including the same treatment of lecturers towards students. Students have equal access to books from the library, and they are permitted to use existing

facilities and infrastructure at Langlangbuana University regardless of race, religion, or culture. Seniors allow juniors to actively participate in Langlangbuana University activities such as lectures, workshops, student discussions, and so on. Students must also meet the requirements, which include paying 60% of their tuition fees to take the Final Semester Examination (UAS).

One of the ideals included in intercultural education is the justice value. Multicultural education seeks to give all students and lecturers equal opportunities regardless of social, economic, gender, or cultural status (Suardika et al., 2022). Internalization of multicultural values, including justice, is carried out in the context of education management through various methods, such as the vision and mission of higher education, courses, student activities outside of lectures, structuring class layouts, giving assignments, and celebrating religious and religious holidays. National. Aside from that, multicultural education seeks to help pupils comprehend, accept, and appreciate people from many origins to promote an attitude of mutual respect for diversity and cohabitation among diverse persons (Fauzia, 2020).

Patriotic Value

The application of the patriotic value in the Langlangbuana University environment is through activities that involve a sense of defending the country, being willing to make selfless sacrifices, and being able to understand and identify forms of threats in the Langlangbuana University environment that can undermine the unity and unity of the nation. Apart from that, an attitude of mutual respect and respect, discipline, and care for the environment is also implemented. Students are required to join organizations at Langlangbuana University, participate in ceremonies on Independence Day, Youth Pledge, and Heroes' Day organized by the Langlangbuana University, and hold competitions on August 17, including wearing batik clothes on Thursday and Friday.

According to Daryanto and Darmiatun (2013), patriotism is a style of thinking, behaving, and acting that demonstrates devotion, care, and great regard for the nation's linguistic, physical, social, cultural, economic, and political environment. The feeling of love for one's country is one of pride, belonging, respect, and loyalty, which is reflected in the behavior of defending one's homeland and being willing to make sacrifices for the interests of one's nation and state by preserving nature and the environment. One of the characteristics embodied in multicultural education is patriotism multicultural (Fatmawati et al., 2018). Multicultural education seeks to help students comprehend, embrace, and appreciate persons from many origins to promote mutual respect for diversity and cohabitation among diverse individuals (Djariyo & Setiaji, 2014). Aside from that, multicultural education for the nation, particularly loving one's homeland and nation, is a joint obligation of families, schools, communities, and the government (Lasih, 2023). Thus, memorial ceremonies, as well as participation in development parades and competition activities hosted by Langlangbuana University, can be used to foster the value of Love for the Motherland in students and lecturers at Langlangbuana University.

The implementation of multicultural education values at Langlangbuana University has had a positive impact on the attitude of tolerance among fellow students and lecturers both on and off Langlangbuana University. An attitude of appreciation and respect is an attitude that students must instill without any intervention, prohibition, or abuse between students. Langlangbuana University has a religious community. In-depth observations and interviews can show the attitude of Langlangbuana University students toward tolerance because, despite their varied religions, they get along well and appreciate each other. Even though numerous mass media platforms, like Facebook, Instagram, TikTok, and YouTube, are currently disparaging some religions, they see this as the behavior of irresponsible individuals attempting to push religious communities against one another. Even though the majority of the students are Muslims, this does not make other students feel uncomfortable or disturbed in practicing their religion.

Even though overall attitudes of tolerance are displayed, there are still attitudes that, according to Islamic teachings, are tolerant attitudes that must be carefully monitored and responded to, because it is feared that they will violate the limits of tolerance established in

Islamic teachings. This could be due to a variety of factors, including a lack of awareness among Langlangbuana University students and instructors regarding Islamic teachings and the boundaries of tolerance in Islamic religious beliefs.

By improving awareness and tolerance of cultural, religious, racial, and ethnic diversity, the implementation of multicultural education values in higher education can improve student learning. According to this study Puspita (2018), the implementation of intercultural values attempts to instill sympathy, care, admiration, and understanding in adherents of various religions and civilizations (Husni, 2019). Aside from that, implementing intercultural education values can boost student competence (Rasimin, 2017). Thus, by taking into account the diversity of cultural, religious, racial, and ethnic backgrounds, the implementation of multicultural values in higher education can produce a harmonious environment (Yaqin, 2015).

The Importance of Multicultural Education at Langlangbuana University

Multicultural education at Langlangbuana University can assist students and lecturers in comprehending and appreciating the diversity of the Indonesian people, as well as building mutual respect and cooperation. Aside from that, multicultural education can assist students and lecturers in creating a pleasant learning atmosphere in which mutual respect between persons from varied backgrounds is the fundamental priority. Thus, multicultural education at Langlangbuana University can help students and lecturers prepare for social life and work in a multicultural setting. This can improve tolerance, mutual understanding, and cooperation among people from various backgrounds. Aside from that, multicultural education can assist students and lecturers in transforming intercultural ideals to establish a welcoming and friendly learning atmosphere (Supriatin & Nasution, 2017). Implementing intercultural education on Langlangbuana University can help prepare students, particularly future teachers, to live in a multicultural society. According to Nawangsih (2022), multicultural education reflects a balance between recognizing cultural similarities and differences and encouraging individuals to preserve and expand their own cultural and cultural knowledge. Several factors are important in implementing intercultural education within a University framework, including the absence of policies that discourage tolerance, such as the absence of insults directed at race, ethnicity, or gender (Karman et al., 2022).

Several key features of multiculturalism education in higher education, according to Mu'awanah (2020), include: 1. Multiculturalism shows a balance between understanding cultural similarities and differences, supporting the lack of insults towards race, ethnicity, and gender, 2. Multiculturalism must promote cultural awareness, including clothes, music, and favorite cuisines. 3. Multiculturalism education seeks to provide all students, regardless of social, economic, gender, or cultural position. Aside from that, multiculturalism education is introduced via teaching Indonesian as a way of learning pluralism and promoting tolerance for cultural diversity (Napisah, 2012).

CONCLUSION

According to the findings of field research, the implementation of Multicultural Education ideals at Langlangbuana University comprises tolerance values, democratic values, justice values, and patriotism. Observations and in-depth interviews can depict the attitudes of Langlangbuana University students and lecturers toward tolerance, democracy, justice, and patriotism, notwithstanding religious differences. The value of multicultural education at Langlangbuana University can help students and lecturers comprehend and appreciate the diversity of the Indonesian people, as well as create mutual respect and collaboration among students and lecturers. Aside from that, multicultural education can assist students and lecturers in creating a pleasant learning atmosphere in which mutual respect between persons from varied backgrounds is the fundamental priority. Thus, multicultural education at Langlangbuan University can help to prepare students and lecturers for social life and work in the university's multicultural environment. This research can enrich the literature on the implementation of

multicultural education in higher education, especially in the Indonesian context. This study was only conducted at Langlangbuana University, so the results cannot necessarily be generalized to other universities with different cultural conditions or policies. Similar research can be carried out at other universities in Indonesia to get a broader picture of the implementation of multicultural values.

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