Breaking Racial Stereotypes through Multicultural Education

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 ABSTRACT

The purpose of this scientific study is to examine in more depth how to overcome racial stereotypes through multicultural education approaches and models. This scientific study uses a qualitative research method with a library research type. The data used in this study is secondary data, including various journals, and books on the topic being studied. The results of the study state that multicultural education is an effort to shape human character by instilling pluralistic values inclusively. In its implementation, educators and authorities can choose the approach offered by James A. Banks, Carl A. Grant & Christine E. Sleeter, and Geneva Gay. In addition, they can also decide on multicultural education models which of course must also be considered with the background or culture of the students. So that later it can provide a broader view of the diversity in Indonesia. In addition, it can achieve the goals of multicultural education optimally, namely forming the next generation of the nation who have Pancasila and multicultural characters.

Keywords: Racial, Multicultural Education, Approach, Education Model

1. INTRODUCTION

Indonesia has a plurality of its people recognized by the international world. It starts from the diversity of religion, race, language, customs, and culture, to social status (Fajri, Maksum, & Marini, 2024). These various diversities are certainly a positive value to collect and develop the potential of the Indonesian nation. In addition, this condition is what makes Indonesia famous as a multicultural country.

In addition to having a positive side, there is a negative side to the plurality in Indonesia, one of which is the emergence of stereotypes. Stereotypes are understood as the attitudes and feelings of each individual towards certain groups of people, who have a race (ethnicity) or culture that is different from their group (Nisa, 2021). This situation is certainly a discriminatory act carried out by someone against another party.

One type of stereotype that is still developing in Indonesian society is racial stereotypes. Racism itself is an action that is closely related to racism (Nisa, 2021). It is no wonder that these racial actions are very detrimental to the survival of

multiculturalism because these actions reflect the attitudes of humans or a group that is considered superior to other races.

The phenomenon related to racial stereotypes has become a problem that is still deeply ingrained in the majority of Indonesian society. For example, discrimination occurs in Papuan society in various areas of life, ranging from education, work, and public services, to demeaning attitudes and treatment (Nawipa, Esterilita, & Trustisari, 2024). Therefore, the only way that can be done to minimize racial actions and maintain the harmony and unity of this nation is to implement multicultural education in every teaching and learning process at every level of education, without exception.

Multicultural education is a process of developing all the potential possessed by a person by respecting plurality and heterogeneity as a consequence of cultural, religious, ethnic, and ethnic diversity (Jalwis & Habibi, 2019). Therefore, multicultural education is a solution that can offer the application of educational strategies and concepts based on the diversity (pluralism) that exists in Indonesia. So that it is hoped that students will later be able to have sensitivity in dealing with various social problems that are rooted in plurality.

The need for multicultural education studies is based on the results of research by Primasari (Desimila & Suryana, 2023), which states that there are still many educators who do not understand the concept, implementation, and benefits of multicultural education. So in its implementation, there are still many educators who do not understand what kind of multicultural education approach or model is appropriate for the conditions of the students. This is certainly an important note for an educator as the key to implementing multicultural education. Therefore, in this scientific study, researchers will examine in more depth how to overcome racial stereotypes through multicultural education approaches and models.

2. METHODS

This scientific study uses qualitative research methods. Cresswell (Sugiyono, 2019) states that qualitative research is a type of research that can produce various discoveries that cannot be obtained using statistical procedures. This type of research is used to find and understand various things hidden in a phenomenon, which sometimes becomes difficult to understand properly. The researcher uses a qualitative research method because it is in line with the topic to be studied, namely the approach and models of multicultural education to overcome racial stereotypes that exist in society, especially the educational environment.

The research approach used is library research. Library research can be understood as a solution to problems by a critical and in-depth review of various relevant library materials (Sari & Asmendri, 2020). The data used in this study is secondary data, namely data obtained from the writings of other parties. The data used is data that can be accounted for, where in this study the researcher uses various journals and books that are by the topic to be studied (Fatha Pringgar & Sujatmiko, 2020).

3. FINDINGS AND DISCUSSION

3.1 The Concept of Multicultural Education

In general, multicultural education consists of the words "education" and "multicultural". Education is an effort to internalize values, culture, and character into an individual or group so that they become civilized (Ubadah, 2022). Meanwhile, the word multicultural is defined as cultural diversity (Rustam Ibrahim, 2013).

The definition of the 2 words above, ('Ibaad, Triyana, & Sukriyanto, 2021) states multicultural education is an effort to develop human potential as a whole with an approach based on democratic values and inclusive cultural pluralism. In addition, (Firtikasari & Andiana, 2024) defines multicultural education as a conscious effort to develop the personality of students inside and outside the school environment by studying the various pluralisms that exist in Indonesian society, so that an intelligent personality is created in dealing with problems related to cultural diversity. Therefore, researchers can conclude that multicultural education is a science that positions multicultural views as an important part of the educational process, which has internal and external impacts on students.

The function of multicultural education is basically as a guide for humans in living their lives (Firtikasari & Andiana, 2024). The objectives of multicultural education are 1) developing ethnic and cultural literacy, 2) self-development, 3) clarifying values and attitudes, 4) training multicultural competencies, 5) improving basic skills, 6) increasing equality and educational excellence, 7) strengthening individuals for social reform, 8) having a strong national insight, 9) having an insight into life across cultures and nations as citizens of the world, and 10) being able to live side by side peacefully (Septiani et al., 2024).

From the explanation above, researchers can conclude that multicultural education is an effort to shape human character by instilling the values of pluralism inclusively. Multicultural education not only serves as a guide to life but can make humans as individuals more open and respectful of the various diversities that exist.

But it is also able to build a new world order through critical and constructive thinking towards various social situations that occur.

3.2 Multicultural Education Approach

The educational approach is a perspective (benchmark) of educators to create a learning environment that allows the teaching and learning process to occur and achieve the specified goals (Firtikasari & Andiana, 2024). In addition, another meaning of the approach in multicultural education is that in interpreting and implementing multicultural education there are several schools of thought, schools of thought, or understandings whose implementation is as understood (Ubadah, 2022). About the focus of this study, this approach refers to the goal of multicultural education, namely to create humans who have respect for various cultural groups in society.

James A. Banks (Fajri et al., 2024), states that there are 4 levels of multicultural education approaches, including.

1) Level 1: *The Contribution Approach*

   This contribution approach focuses on the commemoration of important days, heroes, or different cultural elements.

2) Level 2: *The Additive Approach*

   This approach focuses on concepts, themes, content, or perspectives that are added to the curriculum without changing its structure.

3) Level 3: *The Transformation Approach*

   This approach focuses on changes to the structure of the curriculum to allow students to see concepts, events, problems, or themes from diverse perspectives from other ethnic and cultural groups.

4) Level 4: *The Social Action Approach*

   At this level, students can make decisions about important social problems, and then take action to help solve the problems.

From the four levels, it can be seen that in general, the approach is appropriate and relevant to be implemented in the realm of Indonesian education. However, besides that, we need to know several other interesting multicultural education approaches to be implemented in Indonesia, one of which is offered by Carl A. Grant & Christine E. Sleeter and Geneva Gay. The following is a multicultural education approach offered by Carl A. Grant & Christine E. Sleeter and Geneva Gay, which researchers refer to (Ubadah, 2022).

1) Carl A. Grant & Christine E. Sleeter

   a. Teaching the exceptional and culturally different, namely teaching a certain culture to those who have a different culture

   b. Human relations, namely creating relations or social relationships with those who live in a social environment where there is a lot of contact between cultures

   c. Single-group studies, namely introducing various cultures (voluntary)

   d. Multicultural education, namely all students (without exception) learn about various cultures.

   e. Education that is multicultural and social reconstructionist, namely education that is multicultural by reconstructing the existing order in society.

2) Geneva Gay

   a. Deconstructive, which emphasizes criticism, interrogation, and reconstruction of knowledge by education experts.

   b. Inclusion, which emphasizes factual teaching related to history, heritage, and contributions of marginalized ethnic and cultural groups.

   c. Infusion, which is an approach that systematically integrates content, context, and perspectives from various groups shown in the learning curriculum.

   d. Transformative, which is an approach that emphasizes social and political action to solve problems logically, beyond the context of traditional classes.

Based on the explanation above, it can be concluded that various approaches can be chosen in multicultural education. Starting from the approach offered by James A. Banks, Carl A. Grant & Christine E. Sleeter, and Geneva Gay. However, what needs to be underlined is that the success of implementing a multicultural education approach is very dependent on the role and ability of educators in understanding problems related to multiculturalism. Therefore, educators need to master basic teaching skills, so that they can help students maximize their development as a whole.

3.3 Multicultural Education Models

The multicultural education model is a learning model based on culture, through activities and the use of traditional tools. The following are multicultural education models that researchers refer to from (Fajri et al., 2024).

   1) Content-Oriented Programs

This program aims to incorporate culturally diverse group materials into existing materials and curricula.

2) *Student-Oriented Programs*

This program helps students create mainstream changes related to cultural and linguistic differences but is not specifically designed in the curriculum.

3) *Socially-Oriented Programs*

This program aims to increase tolerance in all forms of relationships between racial and ethnic groups without distinguishing between individuals, which is included in the learning program.

From the explanation above, it can be concluded that, in its implementation, educators can choose a multicultural education model that is by the objectives of the learning being implemented. The decision to choose the model must of course also be considered with the background or culture of the students. So that the expected goals or competencies can be achieved, namely the growth of tolerance in students.

Discussion: Breaking Racial Stereotypes through Multicultural Education

We know that education is one of the best means of internalizing values, culture, and character into an individual or group, thus making them civilized (Ubadah, 2022). Therefore, education is not only a means of transferring knowledge, but also a means of enculturation and channeling values. Therefore, a child should be able to obtain a comprehensive education, especially multicultural education from an early age.

Regarding racial stereotypes that exist in Indonesian society, education is the best way to instill pluralistic values in the next generation of the nation. Various methods have been carried out by the Government and parties in educational institutions, one of which is by implementing the Merdeka Curriculum which adapts to the Pancasila Character Values. The following is the integration of multicultural education into the applicable curriculum as a step in overcoming racial stereotypes (Fajri et al., 2024).

1) Multicultural Education through Religious Education

In this case, religious teachers have a central role as guides for students to understand and appreciate the various beliefs and religions that exist in the world.

2) Multicultural Education through Pancasila and Citizenship Education

Pancasila and Citizenship Education have a strategic role in providing an understanding of multicultural social life, thus forming the character of students who are tolerant of existing diversity.

3) Multicultural Education through Social Education

Learning strategies based on the social and cultural environment are expected to be able to foster democratic attitudes, tolerance, and mutual respect for differences that exist in Indonesia and the world.

4) Multicultural Education through School Program Education

Multicultural education in school programs can be implemented through extracurricular activities, integration of multicultural content in the curriculum, to the use of reading sources that reflect diversity.

5) Multicultural Education through Local Content Education

In this case, multicultural education can be used as local content as learning material, starting from history, and cultural diversity, to descriptions of interactions between ethnic groups.

From the explanation above, it can be concluded that multicultural education is the most important way to deal with racial stereotypes, especially in Indonesia. Where in its implementation, multicultural education can be integrated into the applicable curriculum, for example, currently the Merdeka Curriculum. However, on the other hand, educational institutions and educators as the main actors in learning need and must pay attention to the approach and model of multicultural education used. So that the competence or objectives of multicultural education can be achieved optimally, namely forming the next generation of the nation who have Pancasila and multicultural characters.

4. CONCLUSION

Based on the discussion that the researcher has outlined, it can be concluded that multicultural education is an effort to shape human character by instilling pluralistic values inclusively. In its implementation, educators and authorities can choose the approach offered by James A. Banks, Carl A. Grant & Christine E. Sleeter, and Geneva Gay. In addition, they can also decide on multicultural education models which of course must also be considered with the background or culture of the students. From the results of this scientific study, the researcher hopes that the authorities (especially teachers) will continue to strive to select approaches and models of multicultural education that are by the background and culture of the students. So that later it can provide a broader view of the diversity that exists in Indonesia. In addition, it can achieve the goals of multicultural education optimally, namely forming the next generation of the nation who have Pancasila and multicultural characters.

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