

The Role of Pancasila and Citizenship Education Teachers in Multicultural Education in Schools

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ABSTRACT

Background: The aim of this research was to find out and explain the role of Pancasila and citizenship education teachers in multicultural education. The method belonged to a library research approach. The data collection technique in this research was documentation, namely looking for data regarding variables in the form of books, papers, articles, journals, and so on. The data analysis technique used in this research was the descriptive method, namely research that seeks to describe and interpret what exists, opinions that are growing, ongoing processes, consequences or effects that occur or developing tendencies regarding the idea of the role of Pancasila and citizenship education teachers in multicultural education in schools. The research results showed that the role of Civics teachers is very important in providing multicultural education considering that multicultural education is very important for students who live in a multicultural environment like the Indonesian nation. This helps students used a positive self-concept by providing an understanding of multicultural education, where Civics teachers must have a multicultural education perspective before they teach to students. This is a real challenge for professional Civics teachers. Teachers must be confident and ready to provide multicultural education.

Keywords: Role of Teachers, Civic Education Teachers, Multicultural Education

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INTRODUCTION

Indonesia is one of the largest multicultural countries in the world, although many developed countries in the world claim to be the best multicultural countries with plural labels such as Canada and the United States. This statement is supported if we look at the diverse and extensive socio-cultural and geographical conditions in Indonesia which create diversity in ethnicity, religion, language, customs, race and local wisdom values in each region, the existing diversity is both a blessing and a disaster for the nation. If Indonesia is unable to understand the nature of *Bhinneka Tunggal Ika*, the reality of existing diversity is actually prone to triggering diversity conflicts. (Mariyani, 2018)

One of the causes of conflict between ethnicities, races and religions in Indonesia is the weakening of understanding and meaning of the concept of local cultural wisdom in multicultural Indonesian society. This conflict will arise if there is a lack of contribution from cultural values that are rooted in society. This conflict is very sensitive for a diverse, plural society with the dynamics of society becoming increasingly advanced and developing. (Adhani, Y. 2014)

In the world of education, teachers play a very important role in reinforcing or reinforcing multicultural values in learning about citizenship. Learning is a subject that focuses on independent education of different religions, socio-culture, language, age and ethnicity to become intelligent, skilled and

unique Indonesian citizens as regulated by Pancasila and the 1945 Constitution. Loyal to the Indonesian nation and state by reflecting the mandate of Pancasila and habits of thinking and acting according to the 1945 Constitution. (Agustian, 2019)

The role of Civic Education teachers is not only to deliver material verbally or in lectures but must choose a learning model that can increase students' activeness in learning. The learning carried out by Civic Education teachers, especially in forming students for multicultural education, must be able to make it easier for students to learn in an atmosphere full of enthusiasm. and dare to apply multicultural education.

The role of Civic Education teachers in Civic Education learning is also charged with forming a tolerant attitude, especially in instilling multicultural values such as democracy, justice, equality, tolerance and respect for diversity. Based on this description, researchers are interested in discussing the role of Civic Education teachers in multicultural education in schools. This research will discuss several studies 1). Scope of the role of Civic Education teachers, 2). The scope of multicultural education, and 3). The role of Civic Education teachers in multicultural education in schools.

METHOD

This article research uses a library research method sourced from both journals and books related to the idea of the role of

Pancasila and citizenship education teachers in multicultural education in schools. Several references will be the main source of ideas in writing this article, which includes national journals. and international as well as printed and online books (Mahmud, 2011). The data collection technique was carried out using library research, namely library research, research carried out by reading books, journals and articles sourced from other data in libraries and online. This research activity was carried out by collecting data from various literature regarding the idea of the role of teachers in Pancasila education. and citizenship in multicultural education in schools (Prastowo, 2016). The data analysis technique used in this research is a descriptive method, namely research that attempts to describe and interpreting what exists, opinions that are growing, ongoing processes, consequences or effects that occur or trends that develop regarding ideas. The role of Pancasila and citizenship education teachers in multicultural education in schools. (Sumanto, 2014).

RESULTS AND DISCUSSION

Scope of the Role of Civics Teachers. In Law Number 14 of 2005 concerning teachers and lecturers' chapter I article 1, it is explained that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood education through formal education, basic education and secondary education. Apart from that, the teacher's role in the classroom can support character formation in the classroom which includes educating, teaching, guiding, training and evaluating. Teachers are one of the human components in the teaching and learning process which plays a role in efforts to form human resources with potential in the field of development. Therefore, teachers, who are one of the elements in the field of education, must play an active role and position themselves as professionals, in accordance with the growing demands of society. In a special sense, it can be said that every teacher has the responsibility to bring their students to maturity or a certain level of maturity. In this context, teachers are not only teachers who transfer knowledge but also as educators who transfer values and at the same time as mentors who provide direction and require students to learn (Sardiman, 2006: 125).

Role of Civics Teachers. The role of the teacher in the teaching and learning process is as follows: a) the teacher as a demonstrator, through his role as a demonstrator, lecturer or teacher, the teacher should always master the material or subject matter he will teach and always develop it in the sense of increasing his abilities in terms of the knowledge he has because This will greatly determine the learning outcomes achieved by students. So that they are able to demonstrate what they teach didactically. This means that what is conveyed is truly owned by the students. b) the teacher as a class manager, in his role as a class manager the teacher should be able to manage the class as a learning environment and is an aspect of the school environment that needs to be organized.

This environment is regulated and supervised so that learning activities are directed towards educational goals. c) teachers as mediators and facilitators, as mediators' teachers should have sufficient knowledge and understanding of educational media because educational media is a communication tool to make the teaching and learning process more effective. As a mediator, teachers also become intermediaries in relationships between humans (Dewi Mutmaniah, 2018).

The goal is for teachers to create maximum quality interactive environments. As a facilitator, teachers should be able to provide learning resources that are useful and can support the achievement of goals and the teaching and learning process, whether in the form of sources, textbooks, magazines or newspapers, and d) teachers as evaluators, teachers should be able and skilled in carrying out assessments because by Teacher assessment can determine the achievements achieved by students after they carry out the learning process. In their function as assessors of student learning outcomes, teachers should continuously follow the learning outcomes that students have achieved from time to time (Dewi Mutmaniah, 2018).

Scope of Multicultural Education. **Understanding Multicultural Education.** Multicultural education consists of two words, namely education and multiculturalism. Education is the process of changing the behavior and attitudes of people and groups of individuals to achieve a more mature personality through training, teaching and teaching methods. Even though multicultural learning is based on cultural values to achieve equal education and eliminate all forms of oppression. Therefore, multicultural education is a process of changing behavior and character, maturation without oppression and the formation of superior cultural diversity. Multicultural education provides a broader view of people's lives and comprehensive insight. Multicultural education (Munadlir, 2016) teaches that differences in race, culture, tribe, religion and opinion do not make a difference as long as everyone is the same.

Choirul Mahfud quoted Aandresen and Cucher's opinion regarding the meaning of multicultural which can be interpreted as education regarding cultural diversity. Then James Banks' definition of multicultural education is education for people of color. This means that multicultural education wants to explore differences as a necessity (God's gift). (Choirul Mahfud, 2008)

From the definition of multicultural education above, here it is in line with the thoughts of Muhaemin el-ma'hady who believes that multicultural education is education about cultural diversity in response to demographic and cultural changes in the environment of a particular society or even the world as a whole.

The concept of multicultural education has spread widely to regions outside the United States, especially in countries that have ethnic, rationalism, religion and cultural diversity, such as Indonesia. Meanwhile, the discourse on multicultural education can simply be defined as "Education about cultural diversity in

response to demographic and cultural changes in the environment of a particular society or even the world as a whole".

This is in line with the opinion of (Poulo Freire, 1984), education is not an "ivory tower" that tries to avoid social and cultural realities. According to him, education must be able to create an educated and educated society, not a society that only uses social prestige as a result of the wealth and prosperity within it. Multicultural education is a response to the growing diversity of the school population, as well as demands for equal rights for each group. And broadly, multicultural education covers all students without distinguishing between groups such as gender, ethnicity, race, culture, social strata and religion.

Looking at and paying attention to the definition of multicultural education above, several insights can be drawn, including: Firstly, multicultural education is a development process that seeks to improve something that has existed from the beginning or previously existed. Therefore, multicultural education does not recognize narrow boundaries or divisions which often become thick spears for human interaction.

Second, multicultural education develops all human potential, including intellectual, social, moral, religious, economic potential, civility and cultural potential. The initial step is obedience to noble human values, respect for one's dignity, respect for people who are different in terms of economic level, political aspirations, religion or cultural traditions.

The definition of multicultural education is an idea, movement, reform and educational process, the main aim of which is to accommodate male and female students, students with special needs, and students of different races, ethnicities and varieties. equal opportunity to achieve academic achievement (Suryana, 2015).

Goals of Multicultural Education. The main goal of multicultural education is to change the approach to teaching and learning towards providing equal opportunities to every child. So, nothing is sacrificed for the sake of unity. For this reason, groups must be peaceful, understand each other, end differences but still emphasize the common goal of achieving unity. Students are instilled in lateral thinking, diversity, and uniqueness is valued. This means there must be a change in attitudes, behavior and values, especially in the school academic community. When students are among peers from different backgrounds they must learn from each other, interact and communicate, so that they can accept the differences between them as something that enriches them (Aidah Rahmi, 2017).

The expected results of Multicultural Education can be seen in the definition, justification, assumptions and learning patterns. There are many variations in the specific goals and general goals of Multicultural Education used by schools according to contextual factors such as the vision and mission behind the school, students, school environment, and perspectives. The goals of Multicultural Education can include three aspects of

learning (cognitive, affective, and action) and relate to both intrinsic values (ends) and instrumental values (means) of Multicultural Education. Goals of Multicultural Education. (Dedek Rosyada, 2014)

Development of ethnic and cultural literacy, personal development, clarification of values and attitudes, multicultural competence, basic skills, educational equality and excellence, strengthening the individual for social reform, having a strong national/state insight, having a cross-cultural and cross-national outlook on life as global citizens and coexistence. These are the 10 multicultural goals, namely the first is the development of ethnic and cultural literacy. Multicultural education is Get to know the historical background, language, cultural characteristics, contributions, important events, influential people, and social, political and economic situations of different groups. Second, personal development. The psychological basis of Multicultural Education emphasizes the development of greater self-understanding, a positive self-concept, and pride in one's personal identity. The emphasis in this area is part of the goal of Multicultural Education which contributes to students' personal development, which consists of a better understanding of the self which ultimately contributes to students' overall intellectual, academic and social achievements.

Third, clarify values and attitudes. Multicultural education promotes core values originating from the principles of human dignity, justice, equality, freedom and democracy. The intent is to teach young people to appreciate and accept ethnic pluralism, to realize that cultural differences are not the same as deficiency or inferiority, and to recognize that diversity is an integral part of the human condition. The four multicultural competencies can relieve this tension by teaching skills in cross-cultural communication, interpersonal relationships, perspective taking, contextual analysis, understanding alternative viewpoints and frames of thinking, and analyzing how cultural conditions influence values, attitudes, expectations, and behavior. Multicultural education can help students learn how to understand cultural differences without making arbitrary value judgments about their intrinsic value. To achieve this goal, children can be provided with learning experiences by providing various opportunities for students to practice cultural competence and interact with different people, experiences and situations. The five basic skills abilities. The main goal of Multicultural Education is to facilitate learning to train the basic skills of ethnically diverse students. Multicultural education can improve mastery of reading, writing and mathematics skills; subject matter; and intellectual process skills such as problem solving, critical thinking, and conflict resolution by providing materials and techniques that are more meaningful to the lives and thinking frames of ethnically diverse students.

The six similarities and advantages of education. The goal of multicultural equality is closely related to the goal of mastering basic skills, but is broader and more philosophical. To

determine comparative contributions to learning opportunities, educators must fully understand how culture shapes learning styles, teaching behaviors, and educational decisions. Seventh, strengthening individuals for social reform. The ultimate goal of multicultural education is to start a process of change in schools that will eventually spread to society. This goal will complement the cultivation of attitudes, values, habits and skills in students so that they become agents of social change who have a high commitment to societal reform to eradicate ethnic and racial disparities in opportunity and a willingness to act based on this commitment. . To do so, they need to improve their knowledge of ethnic issues in addition to developing decision-making abilities, social action skills, leadership abilities, and a moral commitment to dignity and equality.

Eighth, they have a strong national/state perspective. By knowing the richness of the nation's culture, a strong sense of nationality will grow. This sense of nationality will grow and develop within the framework of a strong Indonesian state. For this reason, Multicultural Education needs to add materials, programs and learning that strengthen the sense of nationality and statehood by eliminating ethnocentrism, prejudice, discrimination and stereotypes. Ninth: Have a cross-cultural and cross-national insight into life as a world citizen. This means that individuals are required to have insight as world citizens. However, students must still be introduced to local culture, and must be invited to think about what is around them. Students are invited to think internationally by inviting them to remain concerned with the situation around them - act locally and globally. The ten live side by side peacefully. By seeing differences as a necessity, by upholding human values, by respecting similarities, a tolerant attitude towards other groups will grow and in turn they can live side by side peacefully (Dian Permana, 2020).

The role of Pancasila and Citizenship Education Teachers in Multicultural Education in Schools.

Religious Differences. In state-based schools, there are students who have different beliefs. So, that is the role of schools, especially Civic Education teachers, to maintain tolerance so that there are no clashes between students who have different religions. The role of Civic Education teachers is very important in directly implementing several actions to build student diversity, Civic Education teachers are an important factor in implementing multicultural education (S.widiyono, 2018)

Language Differences. Language is a human tool for communicating and interacting with one another. However, in its development, language not only functions as a tool for communication, but language is also able to enter wider areas, namely politics, social and culture. In today's society, there will be a feeling that our group is better than other language groups, such as growing discrimination against the languages used by other people.

For this reason, the role of Civic Education teachers is important to build awareness among students so that they are able to see positively about the diversity of languages that exist. In this case, there are two important points that Civics teachers can do: 1). Civics teachers must have very broad insight into language diversity, so that students' attitudes and behavior show the same attitude and always respect existing language differences. 2). Civics teachers must have high sensitivity to problems of language discrimination that occur in the classroom and outside the classroom (S.widiyono, 2018).

Gender Differences. The rights and obligations of men and women are considered the same. However, in reality we still often see marginalization of women's rights, such as the small number of women in the legislative body (DPR), around 97 people or 17.32% compared to men. Apart from that, negative images are more easily attached to women who have a certain status. For example, women are easier to label negative if you finish work in the middle of the night or work at night. Women are also more likely to be the objects of violence and crime.

Differences in treatment also often occur in schools, for example a Civic Education teacher is softer when talking to female students compared to male students. In fact, here the role of Civic Education teachers is very strategic in building students' awareness to uphold equal rights and build anti-discriminatory attitudes. In order to realize such an attitude, Civic Education teachers have a role. 1). Civic Education teachers have sufficient insight into gender equality. This insight is important because the Civic Education teacher is the main figure who is the center of attention of students in class, so they must be able to act fairly and not discriminate against female and male students. 2). Sensitive to gender issues. A Civics teacher must be sensitive to gender issues that occur inside and outside the classroom (S.widiyono, 2018).

Ethnic Differences. Discriminatory treatment also often occurs in schools, for example, children of certain ethnicities are often bullied because they are considered different from their friends. The teacher's role is very important to avoid this, including: 1). It is recommended that every Civic Education teacher have sufficient understanding and insight into anti-ethnic discrimination attitudes. 2). Civics teachers should have strong sensitivity regarding the symptoms of ethnic discrimination, no matter how small, in the form that occurs inside and outside the classroom. 3). Civics teachers must set an example directly through their attitudes and behavior that are impartial or discriminatory towards students who have certain ethnic or racial backgrounds (S.widiyono, 2018).

From the discussion above, it is clear that the example of Civic Education teachers is really needed in the form of advice and examples, which are simple things but are immediately well received by students as role models in providing responses and examples of events related to diversity in instilling multicultural values. For example, the value of tolerance (teachers always provide equal opportunities to students regardless of the student's ethnicity, religion, race and ethnicity), discipline,

neatness, compassion, politeness, attention, honesty, hard work and self-confidence (Ministry of National Education, 2011: 15)

CONCLUSION

From the explanation above, it can be seen that the role of Civic Education teachers in multicultural education in schools is very important in the current era. When starting at school, they are directed and guided by Civic Education teachers so that students know and understand how important multicultural education is, where participants are taught how to understand differences in religion, language, ethnicity and gender, then their lives will be able to maintain peace between groups in any aspect, after students apply this, then as time goes by all the problems that exist in our country, Indonesia will be erased with itself.

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