

# Implementation of Multicultural Education at SMP 01 Tanjung Balai

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| <b>Abstract:</b> The purpose of making this journal is to find out the implementation of multicultural education at SMP 1 Tanjung Balai and to find out the supporting and inhibiting factors in implementing multicultural education at SMP 1 Tanjung Balai. This study uses a qualitative method, with the type of descriptive research. Data collection techniques using observation, and interviews. The data analysis technique used is descriptive qualitative analysis. The results showed that SMP 1 Tanjung Balai has a very multicultural nuance. And it can be seen that SMP 1 Tanjung Balai has implemented multicultural education in the school environment since the beginning.   | <b>Keywords:</b><br><i>Application,<br/>Education,<br/>Multicultural</i>  |
| <b>Abstrak:</b> Tujuan dari pembuatan jurnal ini adalah untuk mengetahui pengimplementasian pendidikan multicultural di SMP 1 Tanjung Balai serta untuk mengetahui factor pendukung dan penghambat dalam pengimplementasian pendidikan multicultural di SMP 1 Tanjung Balai. Penelitian ini menggunakan metode kualitatif, dengan jenis penelitian deskriptif. Teknik pengumpulan data menggunakan observasi, dan wawancara. Teknik analisis data yang digunakan adalah analisis deskriptif kualitatif. Hasil penelitian menunjukkan bahwa SMP 1 Tanjung Balai memiliki nuansa yang sangat multicultural. Dan dapat diketahui bahwa sekolah SMP 1 Tanjung Balai sejak awal telah menerapkan pendidikan multicultural dilingkungan sekolah. | <b>Kata Kunci:</b><br><i>Penerapan,<br/>Pendidikan,<br/>Multicultural</i> |

## A. Introduction

Tolerance between religious communities in society is still very minimal, that's a fact now happening in Indonesia. An irony because it happened in a country based on diversity, Bhinneka Tunggal Ika. As explained in research conducted by Philips. J. Vermonte, a researcher at the Center for Strategic and International Studies (CSTS). The study also revealed that the level of education contributed to the formation of tolerance. As a country with the motto of Bhinneka Tunggal Ika,

intolerance will not occur if there is a commitment to live in harmony and respect for each other.

Education is considered the right way to provide understanding and implementation of the concept of a multicultural state with multicultural-based education. As stated by M. AinulYakin, that:

"Multicultural education is an educational strategy that is applied to all types of subjects by using the cultural differences that exist in students, such as differences in ethnicity, religion, language, gender, social class, race, ability and age so that the learning process becomes effective and effective. easy. Furthermore, Ainul revealed that multicultural education is also to train and build students' character so that they are able to be democratic, humanist, and pluralist in their environment.

In some literature that describes multiculturalism, multicultural education aims to develop the potential possessed by students and also to create harmony in differences, that humans were created by God, each of which has advantages and disadvantages. However, it is the human obligation to develop what God has given and in this case the environment also plays an important role in helping to develop all individual and social potentials. So the idea of multiculturalism is one example that the environment plays a very important role in the development of human potential.

Etymologically, multiculturalism is formed from the words multi (many), culture (culture), and ism (stream/understanding). Essentially, in that word, sometimes it is an acknowledgment of the dignity of humans who live in their communities with their own unique culture. Thus, each individual, feels responsible for living with his community.

The concept of multiculturalism cannot be equated with the concept of ethnic or cultural diversity that characterizes a pluralistic society, because multiculturalism emphasizes cultural diversity in equality. Multiculturalism is not just a discourse, but an ideology that must be

fought for. Multiculturalism is needed as the foundation for upholding democracy, human rights, and the welfare of the people.

There are 4 values or core values of multicultural education, namely appreciation of the reality of cultural plurality in society, recognition of human dignity and human rights, development of human responsibility towards planet earth.

Thus, multicultural education is defined as a perspective that recognizes the political, social, and economic realities experienced by each individual in complex and culturally diverse human encounters, and reflects the importance of culture, race, sexuality and gender, ethnicity, religion, status social, and economic.

## **B. Research Method**

Researchers used the methods of observation, interviews, and documentation in research on the implementation of this multicultural education, which in the end the results of all these methods produced data and the data were presented descriptively or depictions of a data.

The approach in this study uses a qualitative approach where this research is a study that aims to collect data in the form of words and pictures in the field by means of observations, interviews and documentation.

## **C. Results and Discussion**

SMP 1 Tanjung Balai which is located on Jl. Jendral Sudirman Karya, Kec. South Tanjung Balai, Tanjung Balai City, North Sumatra Province is a school that is famous for its diversity, where students come from various regions and different religions, there are 3 religions in this school including Islam, Christianity, Catholicism. During education, students study in the places that have been provided to get to know each other, placing students in the same environment, it is hoped that there will be a

high sense of togetherness, tolerance, and respect between students and other students even though they come from different regions or religions. different, so that it can be a provision for their lives in the future.

**a. Implementation of Multicultural Education at SMP 1 Tanjung Balai**

SMP 1 Tanjung Balai has a very multicultural feel. This can be seen from students who come from various regions, and have different religions. The school is very friendly, it looks like students of various shapes are not awkward to play together.

It can be seen that the Tanjung Balai Junior High School has implemented multicultural education in the school environment since the beginning. This can be seen from the mission of SMP 1 Tanjung Balai. Namely growing appreciation of religious teachings that are embraced as human resources to face the era of globalization.

Based on the data obtained from observation and study of documentation, implementation of multicultural education at SMP 1 Tanjung Balai carried out by means of habituation carried out in learning activities and self-development activities carried out in schools. Whereas based on interviews with teachers, the data obtained that other ways that done by the teacher to implement multicultural education is by integrate into the eye lesson. Integration in the eye lessons are carried out in each subject discussion or theme in learning. In addition, based on document studies multicultural education in schools can be seen in the structure and load school curriculum. Some eyes lessons in the curriculum content integrating multicultural education namely Citizenship Education, and Social science. Whereas for multicultural education in self-evelopment activities which are also a form of education multiculturalism in schools is an activity extracurricular carried out school.

From the results of the interview, it can be described that the school is a supporting factor that has a lot of influence in implementation

multicultural education in schools. Thing This is because the school has a climate that accepts and appreciates differences, so that school residents also be open to difference and become easier to get used to diversity that are in school. Besides that, based on observation and study documentation, the data obtained that schools also implement education multiculturalism in schools in a way facilitate or provide means infrastructure needed in support the implementation of education multicultural. Facilities and amenities infrastructure in the school including the availability of guidance teachers and counseling, the availability of several writings that describe diversity and respect diversity, such as writing values like democracy, spirit nationality, onesty, discipline, tut wuri handayani, and others.

**b. Supporting and Inhibiting Factors in the Implementation of Multicultural Education at SMP 1 Tanjung Balai**

Based on several statements in interviews related to the inhibiting factors in the implementation of multicultural education, it can be described that one of the inhibiting factors is the lack of media that supports the implementation of multicultural education, this is also in accordance with the data obtained through observation. The shortcomings in question are the lack of media that can be used to teach about diversity, for example media that can be used to teach about other cultures. The media used must contain examples of media in the form of images, films, and videos that are presented in order to add insight to students about diversity. So that students will more easily know the form of the diversity. Schools are still minimal with the availability of Diversity media.

Another factor that becomes an obstacle is the attitude of some individual students who have not been able to accept and adapt well to the differences that exist in the classroom environment and in the school environment.

As well as from the parents' side, there are still those who cannot understand other students, especially those with special needs for reasons of fear of affecting their children, even though the overall school environment is supportive, especially from the principal and teachers.

#### **D. Conclusion**

Based on the results of the research above, it can be concluded that SMP 1 Tanjung Balai has a good multicultural education discourse so that it can build skills and expertise on the material given to students. And not only able to understand or master the material but have a strong character to be democratic, pluralist, and humanist.

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