

Multicultural Education of Based Training at University of Muhammadiyah Malang

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Abstract – Multicultural education is an important aspect in facing the educational revolution 4.0. Education becomes a way to embed multicultural awareness to students by experiencing the multicultural process directly. The students are going to learn how to live and work together in a difference. This study aims to dig out how the implementation of multicultural education based on training at University of Muhammadiyah Malang. The subjects of this study were five Non-Muslim participants who had attended P2KK (Personality and Leadership Training Program) for a week. The instrument used was an intense interview and document review that were analyzed by using descriptive qualitative with a phenomenological approach. The results of this study indicates that Non-Muslim participants who joined the training were aware of their existence and ready to live and cooperate with other participants who had different belief or faith. In addition, they assumed that P2KK system is worthy for Non-Muslim participants without any discrimination.

Keywords: Education, Multicultural, Training, P2KK UMM

I. INTRODUCTION

The beginning concept of the industrial revolution 4.0 was first introduced by Professor Klaus Schwab through his book entitled "The Fourth Industrial Revolution", explaining that the revolution 4.0 had changed the life, mindset, and ways of people working. The development will provide challenges and impacts to Indonesia life [1]. The impact that can be felt is the decreased-process of human interaction each other. This condition will affect multicultural life in Indonesia where the population consists of various groups of ethnic, culture, language and religion. The diversity that makes Indonesia as multicultural [2].

Multicultural condition also has the potential to become a conflict that can occur anytime. Religious understanding that is not ready for differences will continue to develop if there are no efforts to introduce education based on multiculturalism to young people. Hasan Baharun revealed that in coping Islamism Narrative, thus it necessary a multicultural as alternative tool as conflict resolution. The understanding of exclusivism that feels the most correct among others will endanger the diverse identities of the Nation [3].

Multicultural-based training is represented in the Personality and Leadership Training Program (P2KK). This training is attending all freshmen around 6000 to 7000 freshmen every single year at University of Muhammadiyah Malang and it is held step by step. The training that based on soft skill capacity level is placed in Rusunawa. The activity goes on for a week and participated by 400 freshmen from various study programs. The P2KK participants have different beliefs such as, Islam as the majority, Hinduism, Christianity, and Catholicism. During P2KK activity, the Non-Muslim participants participate all activities except Muslim worship, such as prayer and fasting. They get the Islamic insight from the trainer. Non-Muslim participants are allowed to worship according to their beliefs. During the P2KK activity, participants interact and share each other regardless of their status and beliefs.

II. LITERATUR REVIEW

Multicultural education is the development of all human potential that respects plurality and heterogeneity as consequence of cultural, ethnic, tribe and religious diversity, which emphasizes a philosophy of cultural pluralism into the education system based on the principle of equality, respecting, accepting and understanding and also moral commitment to social justice [4]. Basically, multicultural education develops to whole level of education which have

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goals, such as to show attestation, embed awareness and increase moral. It is expected every citizen has the civilization, skills, and develop attitude of democratic life awareness[5].

Bikhu Parekh defines multicultural education as: "an education in freedom, both in the sense of freedom from ethnocentric prejudices and biases, and freedom to explore and learn from other cultures and perspectives" [6]. It can be understood that Multicultural is free education, especially freedom from prejudice, awareness of differences and ready to explore the other cultures and perspectives. Learning activities in the field of education are identical to multicultural activities in which educators and students have interconnected cultural backgrounds, traditions and beliefs in the classroom. Therefore, educational institutions from elementary to university level are designed like multicultural-based education.

The definition of multicultural education was added by James. A Banks, as a concept, idea or philosophy as a set of beliefs and explanation that recognizes and assesses the importance of culture and ethnic diversity in shaping lifestyle, social experience, personal identity, educational opportunities of individual, groups, and country [7]. This definition provides an understanding that multicultural education is a belief system that is reflected in daily life through the life patterns and habits of each individual.

The national education learning system is based on three main pillars; how to know, how to do, and how to be. The students are taught to learn correctly in increasing knowledge and understanding according to the rules have agreed. The schools teach how to do things or act in preparing the students in various expertise or life skills as hoped. Finally, the school emphasizes students how to become "people" according to the student's mindset. The conventional system is assumed it has not grow yet "shared-life skills" in a multicultural educational life. Therefore, Prof. Baidhawiy, added the fourth pillar is how to live and work together with others. Several practical steps in growing "learning to live in diversity" as a complement to the three pillars above. First, the development of tolerance, empathy and sympathy. Second, clarification of shared-life values from the perspective of religions. Third, emotional maturity. Fourth, equality of participation. Fifth, new social contract and rules of interfaith life [8].

Therefore, interfaith dialogue efforts or living in harmony with others can be reached in the form of training activities for young people based on interfaith peace. One of the peace communities that is joined in YIPC (Youth Interfaith Peacemaker Community) which already has several branches in Indonesia such as; East Java, West Java, Central Java and West Sumatra. This community arranges vision and mission to develop tolerance among religious people. This activity not only accepts the differences but it is able to live together with others who are outside of somebody's own beliefs. The values of peace which are achieved, includes understanding prejudice, respecting diversity, and rejecting violence [9].

The researcher tried to reveal deeper on how the system of P2KK closely related to multicultural education. Then, revealed the understanding and feelings experienced by Non-Muslim participants in P2KK activities.

III. METHOD

This study was descriptive qualitative with phenomenological approach to identify understanding and feeling regarding to meaning of multicultural of Non-Muslim participants during training. The research subject was five Non-Muslim freshmen academic year 2019/2020 who were attended the training. The Non-Muslim freshmen had various religious background such as Christian, Catholic, Protestant and Hindu. They were interviewed by using a recorder after they had finished in participating P2KK for 6 days.

Data analysis was begun by re-describing the result of interview and inventorying the significant statement regarding the multicultural topic. Then, the researcher classified the statements into units, through structural and descriptive statements. The researcher described the meaning and essence of the experiences of Non-Muslim participants during P2KK. Finally, the researcher published the results of the study to the readers regarding the understanding and experience of diversity of non-Muslim participants during P2KK.

IV. DATA ANALYSIS

4.1 General Description of P2KK

P2KK activity is required for all freshmen of University of Muhammadiyah Malang (UMM). This training is designed to form personality and strengthen leadership capacity which are facilitated by Trainer. The material is divided into four main things. First, personality and leadership material which consists of self awareness, goal setting, time management, stress management, conflict management, decision making, negotiation, empathy and pro-social, and outbound activity. Second, culture of university includes academic culture. Third, Islamic insight especially monotheism. Fourth, the theory and practice include purifying, prayer, and taking care of corpse.

The participants of P2KK are UMM freshmen from all study programs and faculties. Generally, they are Muslim while the Non-Muslim participants are minority. P2KK provides a space to Non-Muslim participants to interact and cooperate with Muslim participants during the training. Thus, Non-Muslim participants will understand and feel the different things as minority.

The researchers had done intense interview to show phenomena of five Non-Muslim participants who were attended P2KK period 2019/2020. Based on the question given, the researchers took the answer which is relevant to the research theme. The research theme is about system of P2KK which related to multicultural education and feeling of Non-Muslim participants during P2KK activity. The researchers described profile of five Non-Muslim participants

and how they feel multicultural reality as minority among other participants. Data reading is done using the characteristics of multicultural education or some practical steps in growing "learning to live in diversity" including, first, the development of tolerance, empathy and sympathy. Second, clarification of shared-life values from the religions perspective. Third, emotional maturity. Fourth, participation equality. Fifth, new social contracts and rules of interfaith life [8].

4.2 The Model of P2KK Training Relates to Multicultural Education

The understanding of multicultural is not enough if just theoretical understanding, somebody is able to experience the process of multicultural itself directly. The experience of accepting differences as part of belief accompanied by tolerant actions requires a long process. Therefore, multicultural education is not just a discourse, but it is the art of managing diversity, the art of managing tension and conflict resolution. Reaching tolerance requires support from the authorities through policies or politics in recognition of differences, (Baidhaw, 11: 2005). The P2KK system developed based on diversity was experienced by participants directly for six days. They interact each other although they have different beliefs. As Non-Muslims in the middle of a majority of Muslim, they obtain extraordinary multicultural knowledge and experience. The profile of interview result with Non-Muslim participants who have experienced multicultural life in P2KK activities as follows.

4.2.1 MR

MR is Forestry student of Agriculture and Animal Husbandry Faculty. She is Hindu and from Bali. MR was afraid participating in the beginning P2KK. She felt different among other and afraid if she was forced to be Muslim. However, she felt comfortable in her class because of her kind friends. The materials were also beneficial for her and she was happy for recognizing the trainer. She was often to share her knowledge regarding her religion and its worship to her Muslim friends without any gap. She was enthusiastic in outbond activity because she could express herself in leading, managing strategy to finish the game by doing teamwork. It was proven as follows:

At the beginning, I was afraid. I know that Muslim has five prayers a day and I feel so inferior. However, I felt calm then because there was Non-Muslim besides me and my Muslim friends were nice treating me. Sometimes, I also shared how was the Hindu's worship like? I told them and trainer (P.09). Perhaps, I shuddered while listening my friends recite Qur'an in the class. When eating time, I was invited to eat together and I prayed according to my belief (P.12). There was no discrimination from the trainers and they were all good, they did not underestimate my belief (P.13). For me, outbond activity was very interesting because I could express everything what I feel and arrange the strategy with friends. The plus point I was happy being here!. (P.11)

The life background of MR very upholds of tolerance value. Since she was in kindergarten to High school, she has some Muslim close friends. There was also a mosque around her house and she felt calm when listening to call prayer or adzan, she loved to interact to Muslim citizen too. The background of MR's life, who had known tolerance since childhood, felt that there was no problem choosing UMM to continue her studies, not only because he really wanted to become a forest police and chose forestry majors, but MR considered the forestry department at UMM is good. As MR is a person who upholds the value of tolerance and does not differentiate one another. Thus when she grew up, it can be a provision to come in different and wider environment.

4.2.2 Intan

Intan is a student of Government Science at Social and Political Science Faculty of UMM. she is Protestant who comes from Sampit, Central Borneo. Based on what she delivered that it was difficult to understand the diversity opinion towards other beliefs because they have their own rules. However, she learned to respect each other and not being fanatic because diversity is something normal. From the description above, she got multicultural education from surrounding, such as the different worship till a tolerance and help each other. The proof as follows:

There was a Muslim close friend, I did not understand at first that she has to do prayer and Intan should wait a bit longer. Then, she understood because it is an obligation. Time by time we understand each other, she also waited me from the church. Thus when I asked her to do hair extension, she refused because it is forbidden in Islam. From this case, I got learning from the diversity of other religion (P.7)

Before joining P2KK, I did not know that all activity in Islam are regulated. I thought that it was exaggerated because Protestant has the regulation too but not all and small stuffs are regulated, such as promises of Bible and the sin is being someone responsibility after being baptized when someone gets age of 17 years. I do not really understand about the history of my religion but another thing is similar, like helping each other even they are not Protestant. There were several people who were fanatic with Islam but my father always reminds me to help other people outside Protestant (P.4). Actually I did not want to join P2KK because I feel being stranger to meet Muslim. Then, I encouraged myself to join, I came when opening ceremony and I wore a veil. Then, I took it off when opening ceremony has ended while everyone seeing me. I was confused whether I should wear the veil or not but I mean I respect this P2KK training (P.10)

Based on the statement above, it becomes main thing for the research subject in learning process at campus where the majority of student are Muslim. Her tolerance awareness indicates that she is ready to live together in diversity. The teaching of Bible is also remembered by subject and the important lesson related to treat good to anyone who is in difficulties without distinguishing the religion.

4.2.3 Rocky

Rocky is a Mechanical Engineering student of Engineering Faculty. He comes from Sampit, Central Borneo and he is Protestant. Based on his statement related to his experience of multicultural education, he studied in another university before which is Poliban, then he continue his study at UMM because its quality is good and it has collaborated with Poliban. Besides that, though the majority of UMM students are Muslim, it was not a problem for him because he had many Muslim friends in his previous university. Thus, he already got multicultural education before. He would join P2KK even if it was not an obligation because he was curious about the activity and he loved to expand his knowledge.

I studied at Poliban before registering at Polinema, actually I was stuck for a year because I registered late about a month at Polinema. Then, could not study at Polinema and I decided to continue my undergraduate at UMM because I just finished my Diploma at Poliban. I know that UMM has collaborated with Poliban and its facility is good and complete, besides, there was cost reduction moreover the accreditation is A. I expect it will help me in looking for job later. The majority of Muslim students at UMM is not problem for me because my goal here is to learn and share together (P.8). The main point is respect each other because it was my new experience to do full interaction with Muslim and tried to be discipline in religious life. I rarely to read my Bible and I am motivated to read it after learning here as Muslim read Al-Qur'an routinely (P.15).

Emotional maturity can be seen from the statement that he did not make as a problem during participate P2KK. He got many benefits from P2KK, he could discuss a religion. He was older than other participants, thus it impacted what statement he delivered.

4.3 Representing the Non-Muslim Understanding and Feeling

4.3.1 DT

DT is a Hindu who comes from Tabanan, Bali. She is an Industrial Engineering student. She chose UMM because her opinion about this study program is better than other University. She was happy during P2KK training even a bit afraid about her score because the assessment between Muslim and Non-Muslims are not same. She could interact fully with her Muslim friends during six weeks without handphone. She could adapt with Muslim habits like wake up early. She opined that overall of P2KK is worth to be joined even for Non-Muslim. The statement as follows.

I was confused, I asked through instgram about this training and often asked when Islamic session at class, such as why Indonesia has Nadhatul Ulama' and Muhammadiyah (P.9). In class, I felt the togetherness because taking handphone is not allowed. The outbond activity was so interesting (P.11). I love every activity here and because of I am taught a tolerance since childhood. My sister opined that private university is more discipline and I got many advantages knowledge here (P.12).

Multicultural feeling was felt by the subject since childhood, besides the environment influences her in thinking and acting. A tolerance is ingrained in her daily life. She was very happy to join P2KK training and got many insights and multicultural experience.

4.3.2 AL

AL is a forestry student who comes from Kupang, East Nusa Tenggara. She is Catholic but her sister is Islam. The thing that is interesting from her is understanding and feeling a tolerance since childhood. The city of Kupang is famous as the city of tolerance, Muslim and Catholic communities live together with full of peace. According to AL, she got a tolerance from the Bible, how humans are taught to do good to anyone. The statement below:

"I choose UMM because I want to learn diversity, I thought that I was ostracized, but in fact I have a friend in my first time registration process, we respect and understand each other" (P.8). "My first impression about P2KK is nothing tolerance and I am afraid to be taught Islam, yet I feel calm and happy here" (P.09)

According to AL, the activity that makes him be active and interact more to Muslim friends is outbond, "Outbond, because I learn teamwork, solidarity and tolerance" (P.11). Outdoor activity like outbond has big impact towards interaction of P2KK participants. Beside that, it as practice from the personality and leadership material that had been passed three days before.

V. DISCUSSION

5.1 Analysis of Multicultural Understanding and Feeling of Non-Muslim Participants towards P2KK training

5.1.1 Clarification of Life Values

Every religion has its own life values which is contained in the holy book. All religion teach goodness and encourage to treat well to anyone regardless their status, class and belief. P2KK participants who comes from different tribe, district, and religion gather and interact each other during training. They all are gather in every activity in class, bedroom, dining room. Some Non-Muslim participants tell how they interact with Muslim participants about their religion knowledge. Some of them brave to ask when Islamic material session. P2KK training makes them feel comfortable to communicate with others. Several statements delivered by MR, Rocky, Intan, DT and AL that represent feelings of Non-Muslim participants before starting the training. The feelings of worry, confusion, even feeling of scared disappear time by time until the training has finished.

PKK as best practice of multicultural education. A training that is designed in short time but very memorable, eventually it becomes valuable experience for the freshmen of University of Muhammadiyah Malang. This valuable experience as weapon to interact among various ethnic, culture and religion at campus and society.

The point of multicultural characteristic of life values clarification is every participant will realize an agreement and experience of objectification process. A commitment to live in diversity regardless skin colors, tribes, religion and race. It was supported by fast globalization development caused someone will produce an understanding from the environment to reach an agreement towards value to culture [10].

5.1.2 New Social Contract and Rule of Interfaith life

Conflicts that occur against religious background happen frequently in Indonesia. Not only between religion but also between groups in one religion too. The different opinion in interpreting something is source of conflict if there is no multicultural maturity in thinking and acting. One thing that can be taught to students is the awareness of living together through new social contracts. The statement of one participant interviewed, that “she understands her position during class, the trainers also do not intimidate him. Nothing discrimination from the trainers. I feel calm in class because they all are good and do not underestimate my belief” (P.13/MR)

Based on thing above, that people surrounding can respect the different point of view especially belief. Social justice in multicultural education does not only refer to power but people privilege to act and develop on their belief. This thing is to get equal opportunity, thus multicultural education seeks to make sure the opportunity exists for everyone including religious, ethnic, race and language background [11]. In addition, multicultural education as an education of cultural diversity in responding the demographic changes, then environmental culture has a significant influence in trying to form patterns of understanding of religion among students. This value is not contained in educational curriculum but it is drawn from the trainers’ understanding that is applied with approaches and methods in training process [12].

5.1.3 Participation Equality

Multicultural understanding is not just a recognition of other religions, because this kind of thinking still opens the space for superiority, inferiority, domination and subordination. Multicultural awareness should be able to manifest in together activity, like the activity that has the opportunity to live and contribute together. P2KK that takes place during the week and has outbound activity for half a day is able to increase participation equality without questioning differences. The statement: “The outbond activity, because it is taught more about teamwork, solidarity, and tolerance” (P.11/AL). “for me outbond activity is the most interesting because I can express my feeling, managing the strategy, I am very excited!” (P.11/MR). “in class when handphone is forbidden to use, my friends are nice and I feel togetherness, I experience to wake up early. Outbond activity is very fun” (P.11/DT).

Based on the description above, that having an equal attitude with other is able to show the participants character to one another and add their knowledge how to socialize in surrounding. Beside that, multicultural education provides the choice to have a better existence to claim equality, justice, responsibility, and sense of freedom [13]. Activity that is based on multicultural education can build togetherness among participants to be more confident, active, comfortable, and involved in training and learning process then feel motivated to interact and respect each other [14].

5.1.4 The Development of Tolerance, Empathy and Sympathy

Accepting each other beliefs or religions is certainly not easy for everyone, because it is related to the main feeling. Each person have different experiences in understanding and accepting other beliefs. Togetherness in the middle of this difference requires someone to have an attitude of tolerance, empathy and sympathy. It includes Muslim participants who feel the majority, and even more for non-Muslim participants as a minority. Tolerance, empathy and sympathy are important to be grown to personal when starting to socialize with multicultural environment. Those attitude above can are able to decrease anxiety when someone facing diversity. It is also necessary to be open minded and diverse understanding towards other beliefs. The experiences of Intan, DT, and AL were interesting to be contemplated.

Based on the description above, that the exist development of tolerance, empathy and sympathy through communication frequently by people surrounding especially who have different view of beliefs. Thus, a person's perspective will be wider and form attitudes of respecting each other. It is supported that multicultural is built on

taking care for differences of habits and traditions. In addition, having a positive view of the groups plurality, religion, culture, ethnicity, and language, avoiding conflicts, even accepting people who have different views [15].

5.1.5 Emotional Maturity

Determination of wise attitude in different beliefs environment has to exist in personal. The experience that has been passed as model to accept differences including belief, because maturity can not be seen from age but the point of view of how wise in facing problem. When someone is an environment that is not really different to the previous environment, it can be a new view of how someone facing difference that is private in other personal. Rocky's experience is interesting to be observed and learned.

Based on the thing above, that emotional maturity does not only depend on age, but on the experience of someone face many things in forming her or his own view, so that in managing emotion when someone in different place than before can be done by looking at previous case. In addition, multicultural education becomes something that can be felt directly so that emotional reaction as learning process to develop someone potential [16].

VI. STUDY RESULT, SUMMARY, AND CONTRIBUTION

P2KK training system relates to multicultural education caused participants comfortable and happy to share without any suspicion. Beside that, it can be as a place to be respect although having different beliefs and a place to train participants in socializing in teaching and learning process at campus. Multicultural education at P2KK is held well because of participants accepting and respecting other different views and it can increase self-confidence.

Based on the understanding and feeling experienced by Non-Muslim participants during P2KK training were the whole activities were very fun even starting with restless and afraid of being discriminated. Nevertheless, it could not be proven. On the contrary, Non-Muslim participants interacted and adapted well with Muslim participants during P2KK activity. Finally, Non-Muslim participants understood how P2KK activity works and its goal.

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