

The Values of Social Education Through Inter-Religious Dialogue in the Javanese Villages of Tomohon and Tumatangtang

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Abstract

This research aims to analyze the values of social education in the context of multiculturalism through interreligious dialogue in the Tomohon and Tumatangtang villages in Java. This type of research is qualitative with a case study approach. Data collection by interviews and observations. Data analysis uses triangulation. The research results are the values of social education in the context of multiculturalism through interreligious dialogue in the villages of Tomohon and Tumatangtang Java, illustrating the importance of tolerance, mutual understanding, and interreligious cooperation in building a harmonious and inclusive society. Through this dialogue, people learn to respect religious and cultural diversity and develop a strong sense of brotherhood among themselves. Awareness of universal values such as justice, compassion, and peace is the basis for strengthening relations between religious communities, creating an environment that allows mutual growth and progress within a framework of rich diversity.

Keywords

Inter-Religious Dialogue; Multiculturalism; The Value of Social Education

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1. INTRODUCTION

Social education in the context of multiculturalism is an essential foundation for building an inclusive and harmonious society. In this era of globalization, where cultural, religious, and ethnic differences are increasingly prominent, a community needs to understand and appreciate existing diversity. The Javanese villages of Tomohon and Tumatangtang are two clear examples where the values of social education and inter-religious dialogue play a crucial role in maintaining harmony and harmony between residents. As areas inhabited by various ethnic and religious groups, these two villages have become social laboratories that show how crucial interfaith dialogue is in facing the challenges of multiculturalism. (Nasri, 2024). In multicultural societies such as the Javanese villages of Tomohon and Tumatangtang, social education and inter-religious dialogue are crucial in promoting understanding and tolerance between residents of various religions and cultural backgrounds. Research into this theme can help identify effective strategies that can be implemented in similar locations to increase social harmony.

First, exploring the essence of social education in this context is necessary. Social education is not



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just about teaching subject matter at school but a learning process that teaches human values, tolerance, and respect for differences. In the Javanese villages of Tomohon and Tumatangtang, social education is at the heart of everyday life. Through various school, family, and community activities, the young generation is prepared to become agents of change who can maintain harmony in diversity (Amin, 2018).

Then, the concept of multiculturalism became the primary basis for carrying out social education in these two villages. Multiculturalism emphasizes recognizing and respecting differences in culture, religion, and other identities. In the Javanese villages of Tomohon and Tumatangtang, the multiculturalism approach is reflected in various activities held by residents. Everything is designed to foster mutual respect and understanding, from cultural festivals joint religious ceremonies, and interfaith educational programs (Nasri, 2024).

One of the critical aspects in carrying out social education and promoting multiculturalism is inter-religious dialogue. Dialogue effectively builds a deeper understanding of each other's religious beliefs and practices (Supardi, 2006). In the Javanese villages of Tomohon and Tumatangtang, inter-religious dialogue is an inseparable part of everyday life. Through discussions, meetings, and joint activities, citizens from various religious backgrounds learn to listen to each other, respect and work together for the common good (Nasri & Tabibuddin, 2023).

Apart from that, it is also essential to pay attention to the role of civil society groups and educational institutions in strengthening the values of social education and multiculturalism. In these two villages, non-governmental organizations, non-governmental organizations, and schools actively facilitate inter-religious dialogue and organize educational programs that promote tolerance and harmony between religious communities. (Arifudin, 2007).

Challenges remain in maintaining harmony and harmony amidst diversity. Interreligious conflict, stereotypes, and prejudice are still realities that must be faced. Therefore, social education and inter-religious dialogue need to continue to be improved and strengthened as preventive and conflict-solving efforts. Developing an inclusive curriculum, training for teachers and religious leaders, and public campaigns that promote messages of peace and tolerance are steps that need to be taken together. (Mania, 2010).

The Values of Social Education in the Context of Multiculturalism Through Interreligious Dialogue Play a Central Role in Forming an Inclusive and Harmonious Society (Sutalhis & Novaria, 2023). Through education that teaches tolerance, mutual respect, and interfaith cooperation, the Javanese Villages of Tomohon and Tumatangtang are real examples of how diversity can be a source of strength and wealth for a community. With collective determination and commitment, we can move towards a brighter future where peace and harmony between religious communities become undeniable. This research aims to analyze the values of social education in the context of multiculturalism through interreligious dialogue in the Tomohon and Tumatangtang villages in Java.

2. METHODS

This research is a qualitative case study type study. This research's data and data sources come from two main categories: primary data collected directly from the field and secondary data obtained from related documents, local government publications, and academic literature. Research subjects include religious leaders, community leaders, educators, and residents from the Javanese villages of Tomohon and Tumatangtang. In contrast, the research objects focus on social and educational practices and inter-religious dialogue in the context of daily activities and formal education in schools. The data collection techniques were in-depth interviews, participatory observation, and documentation studies. In-depth interviews were conducted to obtain direct perceptions and experiences from research subjects regarding the implementation and effectiveness of social education and inter-religious dialogue. Participatory observation allows researchers to directly see the interactions between citizens and

ongoing educational activities, while documentation studies help understand the historical and policy context relevant to the research theme. The data analysis technique used is content analysis to categorize and interpret the verbal or written data obtained. Through this approach, this research seeks to produce an in-depth understanding of how the values of social education and inter-religious dialogue influence harmony and harmony in the two villages.

3. FINDINGS AND DISCUSSIONS

Results

Social Education Values in the Context of Multiculturalism Through Inter-Religious Dialogue

Social education in the context of multiculturalism plays a crucial role in forming a harmonious and inclusive society. Given the demographic complexity many communities face, especially in areas such as Kampung Jawa Tomohon and Tumatangtang, consisting of various religions and cultures, inter-religious dialogue is essential for overcoming differences and strengthening social solidarity. Social education values such as tolerance, empathy, justice, and solidarity support mutual understanding and facilitate constructive interactions between individuals from different backgrounds.

Table 1. The Values of Social Education in Building an Inclusive Society in the Javanese Villages of Tomohon and Tumatangtang

No.	Name	Figure	Topic	Interview result
1.	Mr Budi,	religious leaders,	Solidarity as the Foundation of Harmonious Relationships:	It emphasizes that solidarity is the primary value in social education, which aims to build an inclusive, tolerant, and harmonious society. In the context of multiculturalism in the Javanese villages of Tomohon and Tumatangtang, solidarity is vital in supporting and sharing between individuals from different backgrounds, helping them feel part of a larger whole. This is crucial for overcoming differences and conflicts and building harmonious relationships between diverse groups.
2.	Mr Ahmad,	public figure,	Empathy to Appreciate Diversity:	States that empathy is the key to understanding and feeling other people's experiences and views on life. Social education that promotes empathy in the Javanese villages of Tomohon and Tumatangtang allows individuals to avoid prejudice, appreciate each person's uniqueness, and broaden the scope of their thinking. Through empathy, deeper relationships and mutual understanding between different groups can be fostered, strengthening the foundations of multiculturalism.
3.	Mr Rendi	government figures	Tolerance to Prevent Conflict:	Tolerance is an essential value in social education involving accepting and appreciating differences. In the multicultural environment of Tomohon and Tumatangtang Javanese villages, tolerance is essential to avoid conflict and create an inclusive environment. Society can strengthen relations between religious communities through social education, prioritizing tolerance, and expanding space for interfaith cooperation.

No.	Name	Figure	Topic	Interview result
4.	Mr Dendi	general public	Justice for Equality and Prosperity:	Emphasizes that justice is a crucial value in social education that guarantees equality and fair treatment for all individuals. In the Javanese villages of Tomohon and Tumatangtang, justice is fundamental to overcoming inequality and discrimination. Through social education that prioritizes justice, society can build a solid foundation to ensure inclusivity and prosperity for all its members, without discrimination based on religion or belief.

These findings show the importance of social education values such as solidarity, empathy, tolerance, and justice to create an inclusive and harmonious society in the Javanese villages of Tomohon and Tumatangtang, promoting respect for diversity and avoiding conflict.

Social Education Strategy in the Context of Multiculturalism Through Inter-Religious Dialogue

Social education is essential as a bridge between various religious and cultural backgrounds. Effective social education strategies through inter-religious dialogue offer opportunities to build cross-cultural understanding and tolerance. Integrating these values in formal education curricula and non-formal activities and utilizing social media strengthens inclusive and harmonious social foundations. This strategy educates and facilitates more empathetic and respectful interactions between diverse communities.

Table 2. Social Education Strategy in the Javanese Villages of Tomohon and Tumatangtang

No.	Name	Figure	Topic	Interview result
1.	Mr Budi,	religious leaders,	Integration of Multiculturalism Values and Inter-Religious Dialogue in Formal Education:	Schools in the Javanese villages of Tomohon and Tumatangtang can strengthen social education by integrating the values of multiculturalism and inter-religious dialogue into the curriculum. This can be done by adding material that includes understanding various religions and cultures and strategies for interacting positively with people from different backgrounds. Extracurricular activities such as religious study groups and inter-religious discussions are also proposed to increase understanding of diversity and tolerance.
2.	Mr Ahmad	public figure	Non-Formal Education Through Training and Workshops:	Emphasizes the importance of social education through non-formal education programs. The program includes training and workshops to develop cross-cultural and religious communication skills, such as listening with empathy and speaking with appreciation. The workshop also became an arena for sharing experiences and stories that strengthened the sense of unity and mutual understanding between religious communities.
3.	Mr Rendi	government figures,	Utilization of Social Media as a Social Education Strategy:	They have identified social media as a strategic tool in the digital era of social education. Tomohon and Tumatangtang Javanese villages can utilize social media to promote inter-religious dialogue and multicultural awareness through educational content highlighting tolerance, solidarity, and justice. Social media can also organize events involving various religious groups, expanding the reach of social educational messages.

No.	Name	Figure	Topic	Interview result
4.	According to Mr Dendi	from the general public	Collaboration between Stakeholders:	Implementing this social education strategy requires strong collaboration between local governments, educational institutions, religious leaders, and civil society. This collaboration is essential to ensure the effectiveness and sustainability of the values of multiculturalism and inter-religious dialogue. Periodic evaluation is needed to measure the program's effectiveness and adjust to emerging needs and challenges.

These findings highlight the importance of a holistic and collaborative approach in social education to strengthen multiculturalism and tolerance in the Javanese villages of Tomohon and Tumatangtang.

Implementation in the Context of Multiculturalism Through Inter-Religious Dialogue

Table 3. Implementation of Multiculturalism and Inter-Religious Dialogue in the Javanese Villages of Tomohon and Tumatangtang

No.	Name	Figure	Topic	Interview result
1.	Mr Budi,	a religious leader,	Formal and Non-Formal Education as a Media for Multicultural Integration:	Explained that implementing multiculturalism through formal education involves integrating subject matter, including religious history, knowledge of local culture, and inspiring stories about interfaith cooperation into the school curriculum. In addition, extracurricular activities such as inter-religious dialogue clubs, cultural exchanges, and collaborative inter-religious projects are held to deepen understanding and appreciation of diversity.
2.	Mr Ahmad,	a community leader	Training and Workshops for the Community:	Emphasized the importance of training and workshops in building communication skills, understanding, and interfaith cooperation. This training includes effective communication techniques, empathetic listening skills, and increased awareness of cultural and religious sensitivities. Workshops also often feature speakers from various religions and cultures, deepening understanding and appreciation of diversity.
3.	Mr Rendi,	A government figure,	Utilization of Social Media for the Promotion of Multicultural Dialogue and Awareness:	Stated that social media is an effective platform for the promotion of inter-religious dialogue and multicultural awareness. Educative content such as articles, videos, and podcasts that highlight interfaith tolerance and cooperation are disseminated through this platform. Social media also facilitates the formation of online discussion groups and community forums that support inter-religious dialogue and the constructive exchange of ideas.
4.	Mr Dendi	the general public	Collaboration Between Stakeholders for Inclusive Environmental Support:	Highlighted the need for collaboration between government, educational institutions, civil society organizations, and religious leaders in creating a supportive environment for inter-religious dialogue and multiculturalism. Establishing interfaith dialogue forums, organizing joint cultural events, and community development projects involving various groups' active participation were identified as essential efforts in supporting the implementation of these values.

These findings show the various strategies implemented to promote multiculturalism and inter-religious dialogue in the Javanese villages of Tomohon and Tumatangtang, with approaches involving education, training, social media, and collaboration between various entities and individuals.

Discussion

Social Education Values in the Context of Multiculturalism Through Inter-Religious Dialogue

Social Education Values are a strong foundation for building an inclusive, tolerant, and empowered society. In the context of multiculturalism, these values play a crucial role in forming a deep understanding of the diversity of cultures, religions, and social backgrounds. Solidarity is essential in social education, where awareness of the importance of mutual support and sharing becomes the basis for strengthening relationships between individuals in a diverse society. (Acep et al., 2023). Society can respond to challenges and difficulties through solidarity, regardless of religious or cultural differences. The ability to feel and understand other people's differences is also an essential aspect of social education, known as the value of empathy. By understanding the experiences and perspectives of others, individuals can develop a sense of sympathy and appreciation for diversity, which in turn helps reduce conflict and increase cross-cultural cooperation. The value of tolerance is also the central pillar of social education (Ismunadi & Khusni, 2021). Tolerance teaches individuals to accept and respect differences in religious beliefs and practices and respect the right of every individual to practice their beliefs without discrimination or oppression. By encouraging an open attitude and respect for differences, society can create an inclusive and welcoming environment for all its members (Unwanullah, 2012).

Apart from that, the value of justice also plays an essential role in social education. Justice demands fair and equal treatment for all individuals, regardless of religious background, ethnicity, or social status (Azzahra et al., 2023). Society can reduce social disparities and strengthen bonds between diverse individuals by fighting for equality. Implementing social education values in everyday life requires a holistic and integrated educational strategy. Formal and non-formal education programs are the primary means of spreading these values to the younger generation and the general public (Maulani, 2012). In the school curriculum, social education values can be integrated through subjects such as religious education, cultural studies, and character development programs. In addition, training and workshops on multiculturalism and inter-religious dialogue are also needed to help individuals develop communication skills, empathy, and tolerance. Social media can also be used as a platform to promote multicultural awareness and facilitate dialogue between individuals from diverse backgrounds (Supriatin & Nasution, 2017).

However, the implementation of social education values does not always run smoothly. Challenges such as stereotypes, prejudice, and inequality still frequently occur in multicultural societies. Therefore, there needs to be continued efforts to strengthen social education and increase awareness of the importance of these values. Ongoing evaluation of the effectiveness of social education programs is also essential to determine whether goals have been achieved and to identify areas requiring improvement. With cooperation between government, educational institutions, civil society, and religious leaders, society can work together to build an inclusive and harmonious environment where everyone is respected and treated fairly regardless of differences. (Adhani, 2014). Thus, the values of social education are not only a guide for individuals in living their lives but also a foundation for developing a sustainable and peaceful society amidst increasingly complex diversity. (Ibrahim, 2008).

Social Education Strategy in the Context of Multiculturalism Through Inter-Religious Dialogue

Social education strategies are essential in promoting multiculturalism and inter-religious dialogue in society, especially in areas with religious and cultural diversity, such as the Javanese villages of Tomohon and Tumatangtang. This approach includes various practical steps to strengthen understanding, tolerance, and cooperation across religions, which is essential for building harmony and

diversity. One of the main strategies is through formal and non-formal education programs. In the school context, integrating the values of multiculturalism and inter-religious dialogue in the curriculum is the key to systematically introducing these concepts to the younger generation. Additionally, extracurricular activities such as inter-religious debate clubs or visits to different places of worship can effectively broaden horizons and build inclusive relationships among students.(Irwan et al., 2022).

Not only that, training and workshops also play an essential role in forming the attitudes and skills needed to face the challenges of multiculturalism. Through this training, participants can develop practical communication skills, increase their understanding of cultural and religious diversity, and learn to handle conflicts and differences peacefully and constructively. Such training can occur regularly in communities or educational institutions involving various age groups and backgrounds. Additionally, a potential strategy is utilizing social media as a platform to promote inter-religious dialogue and multicultural awareness. With the increasing penetration of the internet and social media in society, these platforms can be used to spread positive messages about tolerance, mutual understanding, and interfaith cooperation. For example, communities can engage in constructive and constructive dialogue through online campaigns, short videos or online discussions, even in remote locations(Keriapy, 2020).

However, in implementing social education strategies, it is essential to consider local context and cultural and religious sensitivities. Every step taken must consider the needs and desires of various community groups in the Javanese villages of Tomohon and Tumatangtang. Building partnerships with religious figures and local community leaders is essential to ensure widespread acceptance and support for social education programs(Sangadji, 2016).

In evaluating the effectiveness of these strategies, it is essential to measure their impact on increasing tolerance, understanding, and cooperation between religious communities. Evaluation can be carried out through surveys, interviews, or direct observation of program participants and participants. The data obtained from this evaluation can be used to improve and develop social education strategies that are more effective and relevant to community needs. Overall, social education strategies are a holistic approach that can help strengthen inter-religious harmony and harmony in a multicultural society. By implementing these various strategies in an integrated and sustainable manner, it is hoped that an inclusive, respectful, and peaceful environment can be created in the Javanese villages of Tomohon and Tumatangtang and throughout the world.(Sriwijayanti, 2023).

Social education strategies are vital in promoting multiculturalism and inter-religious dialogue in society, especially in areas rich in religious and cultural diversity, such as Kampung Jawa Tomohon and Tumatangtang. This approach summarizes various practical steps needed to strengthen understanding, tolerance, and cooperation across religions, essential for harmony and diversity. One of the main strategies for achieving this goal is through formal and non-formal education programs. In the context of formal education, integrating the values of multiculturalism and inter-religious dialogue into the curriculum is critical. This allows the systematic introduction of these concepts to the younger generation(Nanggala, 2020).

However, these efforts are not limited to the classroom. Training and workshops also play an essential role in forming the attitudes and skills needed to face the challenges of multiculturalism. Through this training, participants can develop practical communication skills, increase their understanding of cultural and religious diversity, and learn to handle conflicts and differences peacefully and constructively. It is essential to conduct such training regularly in communities or educational institutions involving various age groups and backgrounds.

Furthermore, the use of social media as a platform to promote inter-religious dialogue and multicultural awareness is also a strategy with great potential. With the increasing penetration of the internet and social media in society, these platforms can be used to spread positive messages about tolerance, mutual understanding, and interfaith cooperation. Through online campaigns, short videos,

or online discussions, communities can engage in constructive and constructive dialogue, even in remote locations (Supardi, 2006).

Implementing this strategy requires collaboration between various parties, including government, educational institutions, civil society organizations, and individuals. A joint commitment is needed to ensure that the values of multiculturalism and inter-religious dialogue are thoroughly integrated into various aspects of community life. In addition, regular evaluation is needed to measure the strategy's effectiveness and adapt the approach used according to local needs and dynamics. This strategy has enormous relevance in the context of Tomohon and Tumatangtang Javanese villages, where religious and cultural diversity is the main characteristic. By strengthening understanding, tolerance, and interfaith cooperation through social education, society can build a solid foundation to live together in harmony and peace while respecting existing diversity. This is important for local communities' social welfare and development and for creating sustainable peace on a broader scale.

Implementation in the Context of Multiculturalism Through Inter-Religious Dialogue

Implementing social education values in the context of multiculturalism through inter-religious dialogue in the Javanese villages of Tomohon and Tumatangtang offers a challenging but fundamental process for strengthening inter-religious harmony. A holistic and sustainable approach must be adopted to achieve significant results in this implementation. First, formal education programs in local schools must be revised to include subjects that introduce the values of multiculturalism and the importance of inter-religious tolerance. This curriculum must focus on understanding each religion and emphasize the shared moral values found in each belief, such as solidarity, empathy, tolerance, and justice. In this way, the younger generation will be equipped with a deeper understanding of cultural and religious plurality, helping them grow as members of an inclusive and tolerant society. (Sukmawati et al., 2024).

In addition to formal education, inter-religious training and workshop programs must also be strengthened. This training can involve religious figures, community leaders, and educators to develop inter-religious communication skills, a deep understanding of religious diversity, and strategies for overcoming potential conflicts. In this context, it is essential to emphasize that inter-religious dialogue is about listening, talking, and building solid relationships based on mutual respect and cooperation. (Sudrajat, 2014). Workshops can also provide a platform for community members from different religious backgrounds to share their experiences, concerns and hopes, thereby deepening their understanding of diversity and strengthening the sense of solidarity among them (Arifudin, 2007).

Implementing social education values in the context of multiculturalism through inter-religious dialogue in the Javanese villages of Tomohon and Tumatangtang offers a challenging but fundamental process for strengthening inter-religious harmony. In this implementation, a holistic and sustainable approach must be adopted to achieve significant results (Susanti, 2015).

First, formal education programs in local schools must be revised to include subjects that introduce the values of multiculturalism and the importance of inter-religious tolerance. This curriculum must focus on understanding each religion and emphasize the shared moral values found in each belief, such as solidarity, empathy, tolerance, and justice. (Hudianto et al., 2023). In this way, the younger generation will be equipped with a deeper understanding of cultural and religious plurality, helping them grow as members of an inclusive and tolerant society. (Rosyada, 2014).

In addition to formal education, inter-religious training and workshop programs must also be strengthened. This training can involve religious figures, community leaders, and educators to develop inter-religious communication skills, a deep understanding of religious diversity, and strategies for overcoming potential conflicts. In this context, it is essential to emphasize that inter-religious dialogue is about listening, talking, and building solid relationships based on mutual respect and cooperation. (Kamal, 2013). Workshops can also provide a platform for community members from different religious backgrounds to share their experiences, concerns and hopes, thereby deepening their understanding of

diversity and strengthening the sense of solidarity among them. In villages such as Tomohon and Tumatangtang, where communities often live side by side, such workshops are essential for strengthening social ties and encouraging ongoing collaboration (Sukmawati et al., 2024).

Local governments and non-governmental organizations can also play a significant role in facilitating inter-religious dialogue. They can organize community events that promote interfaith understanding, such as diversity festivals, seminars, or visits to different places of worship. Through these initiatives, the community can feel the importance of interfaith cooperation in building a harmonious community (Irwan et al., 2022).

Additionally, social media can be utilized to expand these programs' reach and promote inter-religious dialogue more broadly. By disseminating content that supports tolerance and respect for diversity, online platforms can become safe spaces for discussion and exchange of ideas between individuals from various religious backgrounds. (Novayani, 2017). However, it is essential to monitor the use of these social media carefully, as without proper supervision, these platforms can also become a source of conflict and the spread of hatred. (Rosyada, 2014).

To ensure the sustainability of this implementation, regular evaluations are needed to measure its impact on local communities. This evaluation must include parameters such as tolerance, understanding of diversity, and relations between religious communities (Muqoyyidin & Widiyaningsih, 2021). The results of this evaluation can be used to adjust and improve existing programs and as a basis for designing new, more effective initiatives. Additionally, active engagement from local stakeholders, including religious leaders, community leaders, and educational institutions, is critical to ensuring these efforts' long-term success (Supriatin & Nasution, 2017).

By implementing a holistic approach that includes formal education, inter-religious training, use of social media, and ongoing evaluation, the implementation of social education values in the context of multiculturalism through inter-religious dialogue in the Javanese villages of Tomohon and Tumatangtang can be a significant step towards strengthening inter-religious harmony. In facing diverse societies' complex challenges, collaborative efforts involving all stakeholders are the key to creating an inclusive, tolerant, and peaceful society.

4. CONCLUSION

The values of social education in the context of multiculturalism through inter-religious dialogue in Tomohon and Tumatangtang Javanese villages illustrate the importance of tolerance, mutual understanding, and inter-religious cooperation in building a harmonious and inclusive society. Through this dialogue, people learn to respect religious and cultural diversity and foster a strong sense of brotherhood among themselves. Awareness of universal values such as justice, compassion, and peace is the basis for strengthening relations between religious communities, creating an environment that allows mutual growth and progress within a framework of rich diversity.

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