Multicultural Education In The Forming Of Social Character In The Digitalization Era

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Abstract: The purpose of the study was to find out the implementation of multicultural education studies in the digital era and the implications of multicultural education on the formation of social character in the digitalization era, with the rapid development of technology today, it certainly has an impact on the condition of education, including the study of multicultural education. The method used in this article is a qualitative method with a literature review. Data collection techniques are carried out with a conceptual approach. The data collection technique in this study was carried out with documentation techniques. This technique is used to track documents, data, and information in books, magazines, scientific journals, articles, and so on that are relevant to this research. The author uses content analysis (content analysis) to analyze the data. The results of the study show that the condition of the rapid progress of information and communication technology has a negative impact. Therefore multicultural education, in this case, seeks to provide understanding to the community, especially students, to know about multicultural values, namely the attitude of accepting, appreciating, and respecting all forms of difference. To avoid unwanted conditions such as radicalism, racism, discrimination, and so on.

Keywords: Multicultural Education; Social Character Building; The Era of Digitalization.

INTRODUCTION

In today's era of globalization, we cannot escape from global life. The wave of globalization brings both positive and negative values, such as divisions, disputes, and disharmony in society. By looking at this phenomenon, Indonesian education must be sensitive to the currents of globalization (Danurahman, Prasetyo, & Hermawan, 2021).

Industrial revolution 4.0 leaves new problems related to the loss of social humanities values. The millennial generation, born in the 1990-the 2000s, has shown symptoms of mental degradation. The consumerist lifestyle, unlimited freedom, lack of social care, intolerance, difficulty in interacting with issues, and the loss of ethical behavior on social media are a series of examples of this degradation (Adya Winata, 2020). Education is a human need or society, the basis of life to be better physically, mentally, and in character. Education plays a role in various aspects, so there is no life without education. Education is like food for the human spirit throughout its life (Rahmatullah & Ghufron, 2021). Also in line with King & Butler (Hasanah,

Marini, & Maksum, 2021) Multicultural, multiracial, and multireligious societies have great potential for conflicts between groups, races, religions, and ethnicities. Problems arising because of diversity (ethnicity, religion, race, customs, and so on) have become inherent facts in various countries built on such variety.

In the development of society 5.0, most of the information came from the internet and then in the physical space. Thus, the role of humans in activities cannot be replaced by technology. There are 4 forms of change in technological development in the concept of society 5.0, namely health, mobility or transportation facilities, infrastructure, and smart management. Although the origination of the era of society 5.0 came from Japan, which adapted to the conditions of the country, in some respects it was also by the conditions in other countries (Harun, 2021). In this evolutionary world, Society 5.0 is an information society built on Society 4.0, which aims to prosper poor communities (Handayani Lisna & Muliastrini, 2020). The link between education and multiculturalism is a solution to diverse cultural realities as a process of developing all potentials that respect plurality and heterogeneity due to cultural, ethnic, ethnic, and religious diversity (Danurahman et al., 2021).

So the role of multicultural education is significant in overcoming or minimizing the negative impacts of the 4.0 revolution era. So that students will be wise in using social media and be careful not to let their words, writings, and tweets have the nuances of blasphemy and intolerance (Adya Winata, 2020). The impact that the Industrial Revolution 4.0 will have on economic growth is a problem that divides economists. On the one hand, technology pessimists argue that the critical contributions of the digital revolution have been made and their impact on productivity has ended. On the opposite side, technology optimists claim that technology and innovation are at the point of infection and will soon unleash a wave of higher productivity and economic growth (Ilyas, Rostin, Asrianti Djawa, 2019).

According to (Lickona, 1991), there are ten signs of human behavior that indicate the direction of the destruction of a nation namely: 1) Increased violence among adolescents, 2) Cultured dishonesty, 3) Increased disrespect for parents, teachers, and leaders, 4) Peer group influence on violence, 5) Increased suspicion and hatred, 6) Use of abusive language. Worsening, 7) Decreased work ethic, 8) Decreased sense of social responsibility of individuals and citizens, 9) Increased self-destructive behavior, 10) Increasing loss of moral guidelines.

Thus, based on Thomas Lickona's theory, which is a problem to revive in this digitalization era, many social factors can threaten the younger generation, including the emergence of violence and incompatibility that often occurs in the media and the real world. Strengthening character is needed to instill a solid foundation in building diversity in this country. In addition, the most important thing is that students come from various circles; in this institution, some students come from outside the region, then from multiple statuses ranging from children of kyai, teachers,

officials, farmers, traders, and others. This will cause a barrier between one group and another (Abdullah, Nu'man, Zamroni, Wahyuni, & Arbaiyah, 2022).

Character education is the most important part to realize the formation of a generation with superior quality, and is the key to making Indonesian children have good quality so that they can be implemented in everyday life. Through this character education, students will not only learn to distinguish which behavior is right or wrong, good or bad behavior but will familiarize students behaving by the existing character values so that it is embedded in them to always do good habits that are by the character values. character values. If character values have been embedded from an early age, students will be able to fortify themselves against things that are not good, so they are better prepared to face the 4.0 era (Sofiasyari, Atmaja, & Suhandini, 2019).

Technology was created to facilitate human tasks in living their lives as well, as social media as part of technology made according to their respective characteristics that aim to reduce people's social life, such as connecting, and facilitating interaction between individuals, groups, groups, or those who have the same views. . However, the presence of social media can also be used as an arena for debate and even a place of endless insults between users (Pustikayasa, 2021).

For this process to run as expected, all parties must accept the multicultural concept that is socialized and disseminated through educational institutions and ideas that can be set as models of the academic curriculum at various levels of institutional education (Muizzuddin, 2021). Implementing multicultural education in Indonesia is considered relevant to the conditions of the Indonesian people with cultural diversity and complexity. Recognition of the various cultures of the Indonesian people is the primary key to respecting cultural diversity. Implementing multicultural education in Indonesia is considered relevant to the conditions of the Indonesian people with cultural diversity and complexity. Recognition of the various cultures of the Indonesian people is the primary key to respecting cultural diversity (Lonto & Umbase, 2020). This paper aims to include multicultural education in shaping the social character of children and the implications of multicultural education in schools in the era of digitalization.

The research conducted by (Putri, Afifah, Dewi, & Furnamasari, 2021) with the results of the study stated that in building the character of the nation's children a solution was needed, one of which was through multicultural education centered on the character of Indonesian, which was done by forming a mindset, attitude, action, and habituation so that the emergence of national awareness of character. A great nation is realized through a strong human character. If national values are not continuously instilled, they will potentially become a source of division and conflict against a nation. Therefore, multicultural education emphasizes the importance of accommodation for the rights of every culture and society to maintain and maintain the identity of the national culture and society. So that later the Indonesian nation has a good character and

an honorable nation. The difference from the research lies in the aspect of the digitalization era which provides a very fast flow of globalization and changes the character of children.

Research conducted by (Nurlaili Handayani, 2017) the results of the study show that the implementation of multicultural-based character education is carried out through the following programs: a) school management commitment; b) through school rules; c) integration into intracurricular programs; d) integration into extracurricular programs; e) school culture and f) network program. The school develops character values: religious values, independence, care for the environment, achievement, tolerance, democracy, national spirit, competitiveness, and peace-loving. Supporting factors include a) good commitment and cooperation between school principals, teachers, students, and the involvement of parents and guardians; b) support from the government and the private sector in the network. Inhibiting factors include a) the habits and culture of the environment from which students are different; b) the community environment; c) peer environment and electronic media; e) incomplete infrastructure; f) evaluation of character education programs that have not been optimal, thus affecting the process of character building. This research is only on the aspect of the character education program but not on character cultivation from the digitalization aspect during the industrial revolution 4.0.

While in research (Achadah, 2020) the existence of multiculturalism education will be able to help to better appreciate differences with a very high tolerance so that it can form a personal character that is by Islamic religious education in social actualization in society. Multiculturalism education will make students become more characterized and find an identity that is by the scientific fields they have studied, especially in Islamic Religious Education which is the main character trait of Muslim behavior. The gap from this research is to shape the character of local wisdom by the uniqueness of each region so that it does not eliminate the identity of children in the era of digitalization.

In addition (Machmud, 2020) multicultural education is basically to find and explore the common values contained in various types of cultures and the development of tolerance towards individuals. Creating a management system that does not discriminate against students' backgrounds, will help create harmony in cultural diversity. Through the efforts of staff and managers, schools must become a cultural environment and a place for cultural exchange between ethnic groups, so that each ethnic group can enrich each other's cultural heritage through the introduction of cultures. Thus, important issues in multicultural education need to be built based on the diversity of different ethnic groups, races, and ethnicities in a single unit. This difference will naturally lead to innate diversity for students in the life of the nation and state.
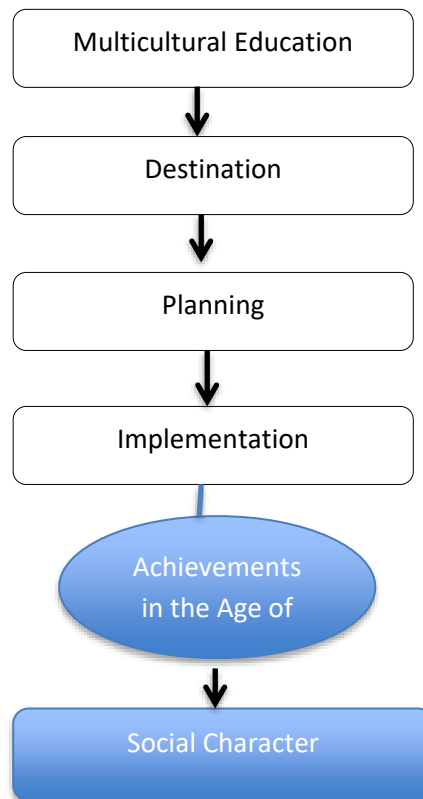
Based on (Akbar & Rifat, 2019) the results of this study found that the development of multicultural character in Salafiyah Islamic boarding schools is explicitly planned for the aspect of integrated moral education, the organizational culture of Salafiyah Islamic Boarding Schools

allows the development of the multicultural character of students, leaders, clerics, and teachers always show behavior with values of respecting others, especially guests and respecting differences.

METHOD

The type of research used in this research is library research. The author uses a descriptive normative research approach emphasizing the strength of data analysis on existing data sources. Data sources can be divided into two categories, namely primary and secondary data sources. The primary data source in this research is the book Multicultural Education: A Source Book, Second Edition (Source Books on Education, Volume 54. The secondary data sources are all information related to the theme of this research, either in the form of books or articles scattered in various papers, journals, and websites. The importance of this research is to provide a correct understanding of multicultural education, starting from a multicultural-based curriculum, innovation in multicultural education subjects at every level of education, the role of teachers in implementing multicultural values or diversity in schools, fostering an attitude of social care from an early age in students, sensitivity to discrimination. In addition, teachers can also integrate the content provided in this case using developing technologies such as television media and also social media so that the concept of multicultural education can be applied by our young generation and can regenerate national identity which began to fade in the era of the industrial revolution 4.0. Understanding multicultural education for our young generation is indeed very important in growing national identity because in the era of the industrial revolution 4.0 itself one of the competencies needed in the world of education is the ability of the younger generation to solve problems (problem-solving).

The data collection technique in this study was carried out with documentation techniques. This technique is used to track documents, data, and information in books, magazines, scientific journals, articles, and so on that are relevant to this research. To analyze the data, the author uses content analysis; as, content analysis is a research methodology (Sugiyono, 2016) that utilizes a set of procedures to draw valid conclusions from a book or document.

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Graphic 1. Method

RESULTS AND DISCUSSION

Implementation of Multicultural Education in Shaping Children's Social Character

Multicultural Education in the Digital Age This diversity must be accepted as a reality. For people with a complete view of life, it must be difficult to accept this fact when suddenly a group of unknown people (foreigners) come and live in their ancestral land. In general, the challenge faced by education in the digital era is how education can present itself, whether it can educate and produce students who have high competitiveness (qualified) or are even "barren" in the face of the onslaught of various advances in the global era. - multicultural, which is full of competition in various sectors, both natural and monetary sectors. In this case, the current development of the digital era will lead to cultural uniformity efforts. This uniform ideology will undoubtedly threaten the existence of a multicultural society, so people need to know about multicultural society. Sholahudin & Siahaan, (Danurahman et al., 2021) argues that a multicultural society is a society consisting of several kinds of cultural communities and all aspects of their advantages, with slightly different conceptions of life, a system of meaningful values, forms of social organization, historical differences, customs, and habits.

According to Niota Sonia (Prasetiawati, 2017), three terms are often used to describe diversity, including religious, racial, linguistic, and cultural diversity or known as (plurality),

(variety), and (multicultural). According to Sonia, multicultural education must be embedded in the curriculum and teaching strategies, including interactions between teachers, students, and families and the overall teaching and learning atmosphere. This type of education is a critical, reflective, and action-based pedagogy for societal change. Consequently, multicultural education can develop democratic principles in social justice. Hanum (Rahman, 2019) explained that the implementation of multicultural education can be done through a contribution approach in the classroom, one of which is by introducing the diversity of forms of traditional clothes and houses, introducing the vocabulary of each region, introducing calls for men and women according to their respective regions. It has the aim of expanding the knowledge of students through the diversity of Indonesian customs and culture. Schools play an important role in instilling multicultural values in students. If students have values of togetherness, tolerance, love of peace, and respect for differences, then they will be reflected in their daily behavior because they are formed in their personalities. If our young generation successfully owns this, then the future life can be predicted to be relatively peaceful and full of respect for each other can be realized. Multiculturalism is a reality that must be accepted by humanity. Therefore, this fact does not have to make people from different cultures divided and hostile to each other. (Hasanah, 2018).

According to Farid Ari Fandi (Zamathoriq, 2021) quoted in the journal Sapendi, multicultural education programs have several hopes; first, for the embedded attitude of pluralism, culture is not only tolerated but embraced together in harmony. Second, multicultural education recognizes the importance of socializing children with other people who have different cultures and backgrounds from themselves. With the multicultural character in the child's personality, the child can mix well with each other even though they have different experiences. Third, multicultural education provides the ability to develop a sense of self. That is, multicultural education gives confidence to every student. This trait is especially true for students who have economic disparities and live in a minority world.

In other words, multicultural education can be an alternative means of solving socio-cultural conflicts. Apart from being an alternative means of conflict resolution, Khoirul Mahfud (Januarti & Zakso, 2017) juga menjelaskan bahwa pendidikan multikultural juga signifikan dalam membina siswa agar tidak tercerabut dari akar budaya yang dimiliki sebelumnya, tatkala yang berhadapan dengan realitas sosial-budaya di era globalisasi.

Related to this, education has a role in instilling character values, including (1) character building is one of the main tasks in education, the main task of education is not only providing knowledge and skills but character building. Character building will give birth to someone superior in character so that it will produce students who are wise in dealing with the problems and challenges they face. (2) Changing bad habits, through character education a student will be able to understand and be able to distinguish between what is good and what is bad. So that way

students through student education can change the bad habits that they did before step by step. (3) Character is a character that is stored in a person's soul and through that character, it will be seen easily how a person will behave to others. Through character education, students are formed to have good character. The character of students can be said to be good and can be known through the way they behave and how they treat others. (4) Character is a trait that is created within a person to show commendable behavior and has an element of virtue (Sofiasyari et al., 2019).

Implications of Multicultural Education on Social Character in Schools in the Era of Digitization

Multicultural values emphasize an open attitude and respect for the entity including cultural aspects, so with multicultural awareness, it is hoped that it will develop an attitude of mutual tolerance, solidarity, and respect for each entity of diversity(Arsyillah & Muhid, 2020). Multicultural values emphasize an open attitude and respect for the entity. This includes cultural aspects, so with multicultural awareness, it is hoped that it will develop an attitude of mutual tolerance, solidarity, and respect for each entity of diversity.(Supriatin & Nasution, 2017).

Multicultural education is an educational program that provides multiple learning resources for learners to students' academic and social needs. Multicultural education, as a substitute for intercultural education, is expected to foster an attitude of caring and understanding of the existence of political recognition of the culture of human groups, such as; tolerance, ethnocultural and religious differences, discrimination, human rights, democracy, and plurality, universal humanity and other relevant subjects. Automatically this multicultural awareness will build the character of tolerance in each learner. Multicultural education, if it has been internalized and owned by students from an early age, will be able to create future generations of the nation with superior character (Putri et al., 2021).

Schools play an important role in instilling multicultural values in students. If they have values of togetherness, tolerance, love of peace, and respect for differences, then what happens is that these values will be reflected in their daily behavior because it is formed in their personality. If our younger generation successfully owns this, then future life can be predicted to be relatively peaceful and full of respect for each other can be realized (Hasanah, 2018).

According to Mahfud (Rachman, 2018), there are several approaches to the multicultural education process. First, it no longer equates the view of education (education) with schooling (schooling) or multicultural education with formal school programs. Second, avoiding the idea that equates culture with ethnic groups, meaning that there is no need to associate culture solely with ethnic groups, as has been the case so far. Third, because competency development in a "new culture" usually requires interaction with people who already have competence, it can be seen

more clearly that efforts to support ethnically separated schools are the antithesis of the goals of multicultural education. Fourth, multicultural education increases competence in several cultures. Which culture will be adopted is determined by the situation and conditions proportionally. Fifth, it is possible that education (both formal and non-formal) increases awareness of competence in some cultures. Such understanding will then distance us from the concept of biculturalism or the dichotomy between natives and non-indigenous people. Although it has been explained the competencies that teachers must possess, in reality, there are still obstacles to implementing multicultural education in schools.

Meanwhile, Zakiyuddin Baidhawy, (Sani, 2017) States that multicultural education is a process of teaching a respectful, sincere, and tolerant way of life towards cultural diversity that lives amid a plural society. Thus the study of character education in multicultural education is an education that offers an alternative through the implementation of educational strategies and concepts based on the utilization of the diversity that exists in society, especially those of students such as ethnic plurality, culture, language, religion, social status, gender. , ability, age, and race. This educational strategy aims to make it easier for students to understand the lessons they are learning and to increase their awareness to always behave in a humanist, pluralist, and democratic manner. The characteristics of multicultural education are (a) principles of democracy, equality, and justice, (b) oriented toward humanity, togetherness, and peace, and (c) developing an attitude of acknowledging, accepting, and appreciating diversity. Social in a pluralistic society (Wahid, 2016).

According to Mughni (Fatmawati, Pratiwi, & Erviana, 2018) State that multicultural education is education that respects differences. From this definition, it can be concluded that multiculturalism education teaches about respecting all students regardless of their background, gender, social class, ethnicity, race, religion, and culture. All students have the same opportunity to study at school. A concept, idea, or philosophy is a set of beliefs and explanations to recognize and assess the importance of cultural diversity in shaping lifestyles, social experiences, personal identities, and educational opportunities for individuals and groups through 6 factors that become sources of consideration, namely; a) gender, b) race or ethnicity, c) social class, d) religion, e) exceptionality, and f) other variables (Nugroho, 2016).

Multicultural-based learning seeks to empower students to develop respect for people of different cultures and provide opportunities to work directly with people or groups of people of other ethnicity or race. Multicultural education also helps students recognize the appropriateness of diverse cultural views, assists students in developing pride in their heritage and culture, and makes students aware that value conflicts often cause conflict between community groups. In a broad context, multicultural education tries to help unite the nation democratically by emphasizing the perspective of a plurality of people in different countries, ethnicities, and cultural

groups. Thus, school learning is conditioned to reflect the practice of democratic values. The curriculum exposes other cultural groups in society, language, and dialect, where students are better off talking about respect among themselves and upholding the importance of cooperation rather than talking about competition and prejudice among several different students in terms of (Sipuan, Warsah, Amin, & Adisel, 2022).

Facing the challenges of children's future nation in the era of the industrial revolution 4.0, education as a conscious and planned effort in creating an active learning atmosphere from every learning process will try to stun the young generation of this nation to be able to develop their potential and make the learning process a means to understand, develop - understand and know something, and be more critical in thinking (Salenussa & Salenussa, 2020).

CONCLUSION

The importance of multicultural education in the digitalization era has an impact on children's character education. The multimedia era provides a rapid flow of globalization in character inequality, so multicultural education is needed in educational institutions. The impact of multicultural education will give a social character with a different cultural frame from the various ethnic cultures that exist in Indonesia. This will contribute to aspects of the values of togetherness, tolerance, love of peace, and respect for differences that will be reflected in their daily behavior because it is formed in their personality. If our young generation successfully owns this, then the future life can be predicted to be relatively peaceful and full of respect for each other can be realized.

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