

BUILDING AN INCLUSIVE AND TOLERANT SOCIETY FOR MULTICULTURAL EDUCATION

Hendar *¹

STIT Rakeyan Santang Karawang, Indonesia
Email : stitrakeyansantang2019@gmail.com

Rahman Tanjung

STIT Rakeyan Santang Karawang, Indonesia
Email : rahmantanjung1981@gmail.com

Abstract

This comprehensive literature review explores the multifaceted dimensions of optimizing building an inclusive and tolerant society towards multicultural education. The importance of building an inclusive society with multiculturalism education is the key to creating a society that is just, harmonious and ready to face the challenges of today. In an era of globalization and increasingly real diversity, multicultural education plays an important role in preparing the younger generation to interact in an increasingly connected world. The link between an inclusive society and multiculturalism educational policies lies in joint efforts to create an environment that accepts and promotes equality. Multiculturalism education policy is a tool used in education to achieve an inclusive society. The development of an inclusive society towards multicultural education involves a series of steps and principles designed to create an inclusive educational environment and promote equality. Multiculturalism education policies help remove barriers that hinder social and cultural inclusion. This creates better understanding between different cultural groups and reduces discrimination.

Keywords: Inclusive, Tolerant Society, Multicultural Education

INTRODUCTION

Indonesia is a country that has the largest multicultural in the world. This can be seen from the social and cultural conditions spread across various regions in Indonesia. Cultural diversity is nothing extraordinary if it is not managed well by the government and stakeholders. This actually becomes a problem if the weaknesses of each culture are not accommodated in the process of understanding society. With group interests, culture can also be a tool to divide unity in our country so that various kinds of conflicts often arise

¹ Correspondence author.

in society (Berry, J. W., & Sam, D. L, 2014). This is proof that the government has not been able to accommodate the interests and integrity of a nation's culture. The impact is differences, conflict, which leads to cultural poverty, violence, environmental destruction, separatism, and the loss of humanity to respect the rights of others.

Rapid technological progress, strengthening globalization, and rapid social transformation present new challenges and unlimited opportunities. Technological advances and easy access to everything do not deny the possibility of differences in all aspects. One of them is a bridge to multicultural education. Multicultural education itself is defined as education that emphasizes many cultural differences, politeness, attitudes and social identities (Supriatin, A., & Nasution, A. R, 2017). The relationship between education and multiculturalism is a solution to the integration of diverse cultures as something that bridges cultural, ethnic, tribal and sectarian or religious diversity into a form of education (Banks, J. A., & Banks, C. A. M, 2019). An inclusive society is a concept that refers to a society that values diversity in all aspects, including culture, ethnic background, beliefs, gender, age and abilities. An inclusive society is a dream pursued by many countries in this era. An inclusive society is one where every individual, regardless of ethnic, cultural, religious, gender, age or ability background, has equal opportunities to develop and participate in social, economic, political and cultural life (Hussein, H., et al, 2016). On the contrary, the educational policy of multiculturalism is a powerful tool to achieve the vision. An inclusive society and education policy have a close and mutually supportive relationship, education policy which is supported by the principles of multiculturalism forms an inclusive society.

The importance of building an inclusive society with multiculturalism education is the key to creating a society that is just, harmonious and ready to face the challenges of today. In an era of globalization and increasingly real diversity, multicultural education plays an important role in preparing the younger generation to interact in an increasingly connected world. It helps overcome discrimination, prejudice, and social conflict by teaching tolerance, cross-cultural understanding, and respect for diversity (Bajrami, V, 2019). Multicultural education also promotes human rights and inclusion, ensuring that each individual is treated fairly. More than that, in the 21st century era which is marked by social, political and economic complexity, an inclusive society is the foundation for building a stronger and more harmonious society. By involving all individuals regardless of cultural background, multiculturalism

education helps create an environment that allows everyone to develop better (Zilcher, V., & Říčan, J, 2014).

An inclusive society is all of us in a certain area, who are mutually responsible for seeking and providing convenience in the form of assistance, services and facilities so that each of us can fulfill our needs, carry out our obligations and obtain our rights. In general, efforts can be made to provide services and facilities for all members of the community, but note that it cannot be the same for everyone even if they live in the same community (Tlale, L. D. N., & Makhalemele, T. J). This is because every individual in society is unique and different. Thus, each person in society needs different methods in the form of special services and facilities that are appropriate and appropriate to their uniqueness and special needs.

RESEARCH METHOD

The study in this research is qualitative with literature. The literature study research method is a research approach that involves the analysis and synthesis of information from various literature sources that are relevant to a particular research topic. Documents taken from literature research are journals, books and references related to the discussion you want to research (Earley, M.A. 2014; Snyder, H. 2019).

RESULT AND DISCUSSION

The Meaning of an Inclusive and Tolerant Society

A. Inclusive Society

Inclusive in English is called inclusion, which means the action of inviting or including. Thus, being open to cultural diversity, having a high sense of tolerance, and being able to accept and interact with other cultures are characteristics that describe the term inclusive attitude. Inclusiveness basically means positioning yourself in the same conditions as other people or groups around you. This will make someone try to understand the perspective of another person or group in solving an existing problem (Erkaboyeva, N. S., & Ugli, A. S. S, 2022).

Closely related to society, inclusiveness has the idea of living side by side together without barriers for the common good. Moreover, humans are social creatures who cannot live alone without help from other people. Therefore, an inclusive society is a condition in which society can accept all diversity and differences and accommodate them into various structures and infrastructures of social life (Lutfiyya, Z. M., & Bartlett, N. A, 2020).

In an inclusive society, there are several differences such as ethnicity, religion, race and culture. The ability to accept and appreciate differences creates an inclusive society that fosters a high sense of tolerance by respecting existing differences and remaining united. An inclusive attitude in social life has several benefits, including, growing a person's sense of self-confidence and self-esteem, appreciating cultural messages in accordance with traditions that have been adhered to, respecting existing differences as something normal, and further developing useful productive communication skills. prepare for a better life (Ratcliffe, P, 2004).

Then, being able to respect yourself and others around you, having the same rights and obligations, living in an open and intelligent society, so that there are future leaders who can be prepared to actively participate and contribute to society. Another benefit of an inclusive attitude in society is that there are no longer any differences in society and society becomes closer to each other. For this reason, an inclusive attitude must be instilled in a person from an early age, from childhood so that we can understand that humans are social creatures who cannot live alone without the help of others.

The rapid development of technology has really helped humans. However, if misused, technological developments, especially in terms of social media, can cause provocation. In fact, in some cases sentiment for certain tribes or groups will be difficult to suppress. This condition poses a new challenge to the concept of Indonesian statehood which is based on *Bhinneka Tunggal Ika* (Levitas, R, 2005). Moreover, currently Indonesia is heading towards the 2024 General Election (Pemilu), where disruption to unity in Indonesia could create temporary polarization, both by some political experts and clergy, who are already bound and polarized to defend certain camps. In facing these conditions, maturity is needed considering that democracy in the country and its independence have not yet reached a mature age when compared to other democratic countries so they are still vulnerable to various existing tests, including tests of an inclusive society.

B. Religious Literacy

Indonesia has become accustomed to living side by side in diversity and a spirit of brotherhood. Nevertheless, there is still some homework to do regarding the issue of religious tolerance in the country. Referring to the Religious Harmony Index, the tolerance indicator in the country is still at level 68.72. This score shows that there is still a problem of intolerance and

the need for intervention to improve this situation, including, among other things, with cross-cultural religious literacy and strengthening religious moderation (Hannam, P., et al, 2020).

Equal and inclusive citizenship not only guarantees human rights, but also demands responsibility from its citizens, regardless of their respective religions or beliefs. Religion is also transnational and transcultural. For this reason, Minister of Law and Human Rights (Menkumham) Yasonna Laoly stated the importance of cross-cultural religious literacy in a world society that is increasingly multicultural and interconnected with each other. Even though there will always be intolerant and radical parties, these steps must be intensified. In this context, the rule of law has an important role to guarantee and respect the rights of every citizen (Dinham, A., & Shaw, M, 2017).

C. Cultivating an Attitude of Tolerance

Planting in the Big Indonesian Dictionary comes from the word planting which has the affixes pe and an. Planting itself means the process, method, act of planting, cultivating, or instilling (Mamlok, D, 2023). Based on this understanding, cultivating an attitude of tolerance can be interpreted as a process or method used by someone to make other people have a good attitude of tolerance. The cultivation of attitudes through PAI learning cannot be separated from the values found in society.

So far, the education process still tends to be mechanistic, so that the essence of education, which contains the instillation of universal life values, is forgotten. The causes of the failure to instill these values are assumed to be two things. The first is the emergence of the opinion that the issue of instilling values is a classic problem. Second, the low level of knowledge and ability of teachers regarding strategies for instilling and integrating values into each subject taught (Hadisi, L., et al, 2023).

Cultivating social attitudes is part of character education. Character education does not just teach children what is right and what is wrong, but more than that, character education instills good habits (habituation) so that students understand, are able to feel, and want to do good. So, character education carries the same mission as moral education or moral education (Latif, A, 2021).

Learning in character education is learning that leads to strengthening and developing children's behavior as a whole which is based or referred to a value. Reinforcement itself is defined as an effort to cover a child's behavior. Behavior development is defined as the process of

adapting children's behavior to new situations and conditions they encounter based on experience (Ali, M. W., et al, 2023).

Character education can be internalized into all subjects without changing the learning materials set out in the curriculum. The means or channels that can be used to develop character in learning can be described as follows: (Marini, A, 2017).

1. Through teaching materials

The most widely used channel for integrating character education into reading learning is through teaching materials. This is done by developing teaching materials that contain character content.

2. Through a learning model

Character education can be internalized in learning through the development of character-based learning models. The term development in this case does not only mean the creation of models, but also the use of existing models as channels for character education.

3. Through authentic assessment

The process of collecting various data that can provide an overview of student learning development. Teachers need to know an overview of student learning progress in order to ensure that students experience the learning process correctly. Assessment activities are carried out simultaneously with learning activities. In a learning process, authentic assessment measures, monitors and assesses all aspects of learning outcomes, both those that appear as the final result of a learning process, and in the form of changes and developments in activities, and learning gains during the learning process in the classroom and outside the classroom.

The concept of multicultural education and inclusive education

A. New Paradigm of Multicultural Education

According to Ainurrafiq Dawam, multicultural education is a process of developing all human potential that respects plurality as a consequence of cultural, ethnic, tribal and religious diversity (Ozturgut, O, 2011). Multicultural education is expected to make students able to think critically about the phenomena of diversity that occur in their lives. According to Choirul Mahfud, multicultural education is as people of color, meaning that multicultural education wants to explore education as a necessity (God's gift), then how we are able to respond to these differences with full tolerance and an egalitarian spirit (Mahfud, C, 2013).

By referring to several definitions of multicultural education above, it can be concluded that multicultural education is a process of intellectual development directed at understanding racial, ethnic, cultural and religious differences in human interaction.

Plurality is a characteristic of the Indonesian nation. As is known, Indonesia is an archipelagic country with the largest number of islands in the world. On the one hand, the diversity of society has a positive side effect, but on the other hand it also has a negative impact, because this pluralism often leads to conflict between community groups (Banks, J. A., & Banks, C. A. M, 2019). In the end, conflicts between community groups will give rise to security, socio-economic instability and social disharmony.

In dealing with cultural pluralism, a new, more tolerant paradigm is needed, namely the Multicultural Education paradigm. The Multicultural Education Paradigm is important because it can direct students to have tolerant and inclusive attitudes and views towards the reality of diverse communities in terms of culture, ethnicity, race, ethnicity and religion.

Multicultural education as alternative education should be developed and used as a model of education in Indonesia for the reasons, First, the reality that Indonesia is a country inhabited by various tribes, nations, ethnic religions, with diverse languages and bringing heterogeneous cultures and diverse traditions and civilizations. variety. Second, this plurality has inherently existed since the Indonesian nation existed. Third, society opposes business-oriented, commercialization and capitalist education, which prioritizes certain groups or people. Fourth, society does not want violence and arbitrariness in the implementation of everyone's rights. Fifth, multicultural education as resistance to fanaticism which leads to various types of violence and arbitrariness. Sixth, multicultural education provides hope in overcoming various societal upheavals that have occurred recently. seventh, multicultural education is full of human, social, natural and divine values (Fauzan, M., & Rajab, K, 2022).

B. Characteristics of Inclusive Education

The essence of inclusive education is actually trying to provide maximum opportunities for every Indonesian child to obtain the best and adequate educational services to build the nation's future. This is in accordance with the inclusive education policy contained in Minister of National Education Regulation NO 70 of 2009 concerning inclusive education which states that "an education delivery system that provides

opportunities for all students who have disabilities and have the potential for intelligence or special talents to participate in education or learning in an educational environment together with students in general" (Ilahi, M. T., & Rose, K. R, 2013).

The main character in implementing inclusive education cannot be separated from openness without borders and across backgrounds which provides the widest possible provision for every Indonesian child who needs anti-discrimination educational services. Service without borders and across backgrounds is the fundamental basis of inclusive education which concentrates on projecting education for all (Melekoglu, M. A, 2014).

Inclusive education has four meaningful characteristics, including:

1. An ongoing process in its efforts to find ways to respond to individual diversity.
2. Pay attention to ways to break down children's barriers to learning.
3. Get meaningful learning outcomes.
4. For children who are classified as marginal, exclusive, and need special education services for learning (Vujačić, M., & Đević, R, 2013).

Multiculturalism Education Policy towards an Inclusive Society

In other words, an inclusive society is a situation where individuals, regardless of ethnic, cultural, religious, gender, age or ability background, have equal opportunities to develop and participate in social, economic, political and cultural life. In an inclusive society, differences are no longer something that needs to be questioned, let alone debated, so discriminatory actions are unnecessary actions that are considered to have disappeared. All individuals are considered valuable and respected, and they have equal access to resources, services, and opportunities (Burnett, B., & McArdle, F, 2011).

Multiculturalism teaches an understanding of respecting culture, promotes cross-cultural understanding, and creates an inclusive environment where every individual has equal rights and is treated fairly, regardless of their cultural background (Zilcher, V., & Řičan, J, 2014). Multiculturalism education policy, on the other hand, is an approach in education that aims to integrate cross-cultural understanding, respect for diversity, and the elimination of prejudice in the curriculum and educational process. This includes teaching students about different cultures, histories, religions, and values, as well as working to create an educational environment that is inclusive and welcoming to diversity. Multiculturalism education policies encourage learning that considers and respects individual differences, as well as promoting the values

of tolerance, equality and respect for diversity (Ghosh, R., & Galczynski, M, 2014).

The link between an inclusive society and multiculturalism educational policies lies in joint efforts to create an environment that accepts and promotes equality. Multiculturalism education policy is a tool used in education to achieve an inclusive society. By integrating the principles of multiculturalism in education, we create a strong foundation for building an inclusive society. Through multicultural education, we teach the values of tolerance, respect for diversity, and cross-cultural understanding to the younger generation, which will shape their views and actions in society in the future (DiTomaso, N, 2020).

The development of an inclusive society towards multicultural education involves a series of steps and principles designed to create an inclusive educational environment and promote equality. Multiculturalism education policies help remove barriers that hinder social and cultural inclusion. This creates better understanding between different cultural groups and reduces discrimination. Multicultural education is an important means of achieving an inclusive society, where all individuals are respected and have equal opportunities. In the era of the 21st century which is marked by globalization, population mobility, and increasingly visible diversity, integrating the principles of multiculturalism in education becomes increasingly relevant and urgent. The importance of multicultural education in the 21st century era is also related to individual preparation for an increasingly connected world (James, C. E, 2010). Technology and global connectivity have changed the way we interact with various cultures and societies around the world. Therefore, multicultural education is key in preparing future generations to function in an increasingly connected environment.

CONCLUSION

An inclusive society is a society that is open to all without exception, which is universal without recognizing differences in ethnicity, religion, race and ideology. Inclusiveness and modernity in the world of education occur when differences emerge within community groups which are accommodated with a strategy that utilizes diversity of ethnicity, culture, language, religion, social status, gender, ability, age. All cultures have different traditional wisdom and cannot be assessed as positive or negative and cannot be explained from another culture's point of view because the good and bad of each culture has a different volume. The development of an inclusive society

towards multicultural education involves a series of steps and principles designed to create an inclusive educational environment and promote equality. Multiculturalism education policies help remove barriers that hinder social and cultural inclusion. This creates better understanding between different cultural groups and reduces discrimination.

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