

RESEARCH STUDIES ON PLURALISM AND MULTICULTURALISM

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Abstract. The phenomenon observed in the field is the low level of Pluralism and Multiculturalism in schools. The research aims to examine the study of pluralism and multiculturalism. This research adopts a qualitative approach with a descriptive method, specifically a literature review study. The data collection technique used is a literature review. The analysis technique employed is triangulation. The data sources consist of articles related to the study of pluralism and multiculturalism. The research concludes that pluralism and multiculturalism education can be achieved through curriculum development, instructional materials, and social media control, thereby fostering students' awareness and understanding to uphold the values of justice, democracy, humanity, and pluralism in social interactions amidst the diverse national reality

Keywords: research studies; pluralism; multiculturalism

I. INTRODUCTION

Modern and postmodern societies, influenced by the onslaught of technology, have given rise to multicultural lives with various types of cultures in specific regions [1]. These cultures emerge from various social classes. One of the factors contributing to Indonesia's diversity is its geographical location, which has given rise to various ethnicities and languages. The potential of diversity, if well-managed, can be a great strength and invaluable cultural wealth. However, these differences also have the potential to trigger conflicts. Issues of Ethnicity, Religion, Race, and Inter-group (ERRI) that are inherent in our nation can be seen as aspects of multiculturalism. The Indonesian society, comprised of diverse religions, tends to strongly identify with their respective religious affiliations, which can lead to conflicts. Indonesia is a prime example of a multicultural society. The multicultural nature of Indonesian society is not only evident in its diverse ethnicities, cultures, languages, and races, but also in its religious diversity. The majority of Indonesians adhere to Islam, Christianity, Catholicism, Hinduism, Buddhism, and Confucianism. In the midst of an era dominated by technology and communication, the theme of diversity becomes a crucial topic or study as it often leads to various issues in understanding it. The level of education and understanding significantly influence interpretations, which can give rise to conflicts and threaten the sustainability of life.

Widiyanto [2] reveal that in today's digital and global era, the digital age continues to evolve without restraint. This is due to society's demand for speed and convenience, especially among the younger generation. Rozi [3] states that in the era of information and technological globalization, which is filled with diversity, people interact with each other to a certain degree of intensity. These interactions can lead to the domination of certain cultural and political forces, which

ultimately can generate conflicts and disputes that may jeopardize Indonesia's rich cultural identity. In the Society 5.0 era, it is difficult to find homogeneous and monocultural social communities. The impact of globalization triggers various multicultural phenomena that cannot be separated from daily life. Therefore, in response to these phenomena, efforts are needed to build awareness through multicultural education. Multicultural education has significant benefits in the era of 5.0, characterized by technological advancements and globalization. In this era, it is important for students to prepare themselves for life in an increasingly multicultural society. Through multicultural education, students can understand and appreciate differences with an open and inclusive mindset. They can learn about diverse cultures around the world, expanding their knowledge of different traditions, values, languages, and customs. Additionally, multicultural education encourages critical thinking and broad perspectives, helping students to view issues and social phenomena from various angles. They are taught to question assumptions, understand different cultural contexts, and develop the analytical thinking necessary to navigate complex changes in this era. Multicultural education also plays a role in building inclusive and tolerant attitudes, teaching students to respect differences, appreciate human rights, and build an inclusive, fair, and harmonious society.

Lastly, multicultural education equips students with cross-cultural skills and a global business understanding, preparing them for careers in multicultural work environments and leveraging opportunities in the global marketplace. Therefore, multicultural education has a crucial role in shaping a generation that is inclusive, open-minded, and ready to face global challenges in the era of 5.0. Pluralism and multiculturalism have become important topics in research aimed at understanding the complexity and

challenges of implementing diversity values in modern society. As a foundation for tolerance, appreciation of differences, and intercultural harmony, the study of pluralism and multiculturalism has captured the interest of researchers in various fields. However, despite the extensive research in this area, attention to the gap between the ideal conditions and the actual conditions in the field seems to be insufficiently addressed.

Research related to pluralism and multiculturalism, in general, has touched upon important aspects of creating an inclusive and diverse social environment. However, in its practical implementation, there may be challenges or obstacles that have not been fully revealed and understood. This calls for more in-depth studies to identify and analyze existing gaps, thus enabling the pursuit of more effective solutions to address the complexities of social reality. Yet, many people are still unaware that such diversity also harbors the potential for conflicts that can threaten the nation's way of life. This diversity, acknowledged or not, can give rise to various issues that the nation is currently facing, such as corruption, collusion, nepotism, thuggery, political rivalries, poverty, violence, separatism, environmental destruction, and loss of humanity. One of the educational institutions in Indonesia that has been widely reported in the media for its negative behaviors is Vocational High Schools (SMK), including gang fights (such as motorcycle gangs), frequent mass brawls between schools, and even the confiscation of various sharp weapons by the police, among other issues. To address these problems, it is necessary to do so through education by building a culture of education based on the values of pluralism and multiculturalism. Multicultural education is a process that aims to emphasize recognition, appreciation, and acceptance of existing differences. This emphasis should have implications for social, political, cultural, and societal aspects. It is also an obligation stated in the preamble of the 1945 Constitution that must be implemented properly.

In the educational process, efforts are needed to provide learning based on valuing diversity as a means of preventing negative impacts of globalization. Additionally, it requires individuals who can appreciate differences as a logical consequence of the cultural diversity in Indonesia. Thus, through diversity education, peaceful coexistence can be fostered. Therefore, a deeper exploration of multicultural education is crucial, and to serve as a reference, the author will attempt to explore research findings on multiculturalism and pluralism. The society today is faced with significant challenges in dealing with cultural diversity and values. Technological advancements and globalization have transformed the social, political, and cultural landscape, increasing interactions among individuals from various backgrounds. However, there exists a gap between the problems faced and the responses provided in the context of multicultural education. Multicultural education is highly relevant in addressing these issues. In the process of education, it is important to build awareness of the significance of recognizing, appreciating, and accepting differences. Through education, individuals can learn to appreciate the

cultural diversity, religions, languages, and traditions present in society. However, efforts in multicultural education should go beyond mere rhetoric. Curriculum and teaching methods need to be updated to reflect the existing diversity in society. Teachers should be equipped with the knowledge and skills necessary to teach in a multicultural context. Additionally, multicultural education should involve active participation from all stakeholders, including parents, local communities, and educational institutions

II. RESEARCH METHODS

This research utilizes a qualitative approach, as the data sources and research findings in library research consist of descriptive words. The qualitative approach is employed to obtain in-depth data, data that contains meaning. [4] The method used is the descriptive method, which is employed to explain research studies on pluralism and multiculturalism. The type of research is library research, which involves studying, examining, and reviewing literature materials that are relevant to the theme of research studies on pluralism and multiculturalism. In the compilation of this research, the researcher gathers data from books that are related to the research. The data sources in this research are obtained from the studies by Nurgiansah et al., with the theme "Resolution of Social Conflicts through Multicultural Education," and Pahluddin, with the theme "Multicultural-Pluralism Education in Islamic Education Textbooks at High School in Indonesia." To search for and collect data in this research, the researcher utilizes both primary sources and other literature books related to the research topic through documentation techniques. This technique is used to find data related to the main subject matter, such as biographies of figures, classic books, journals, life history, stories, newspapers, films, and others. Qualitative data analysis is an effort to work with the data, organize it, break it down into manageable units, synthesize, find patterns, identify what is important and what is learned, and decide what can be told to others [5]. The researcher follows several steps, including Content Analysis and Analytical Description. The data analyzed are from the studies by Nurgiansah et al., with the theme "Resolution of Social Conflicts through Multicultural Education," and Pahluddin, with the theme "Multicultural-Pluralism Education in Islamic Education Textbooks at High School in Indonesia."

III. RESULTS AND DISCUSSION

All In this research, multicultural education is introduced as an alternative approach through the implementation of educational strategies and concepts that acknowledge the existing diversity in society, especially among students, such as ethnic diversity, culture, language, religion, social status, gender, ability, age, and race. This multicultural education approach is of great importance as its goal goes beyond assisting students in understanding their subjects, but also aims to increase their awareness to behave

in a humane, pluralistic, and democratic manner. The research findings indicate that the implementation of multicultural education in the national education system is expected to serve as a bridge that helps unify differences amidst diversity. This happens because multicultural education emphasizes the significance of democratic values, equality, and justice, while being oriented towards humanity, unity, and peace. Moreover, this approach strives to foster attitudes of recognition, acceptance, and appreciation for cultural diversity, thus preventing conflicts rooted in ethnic, religious, racial, and social class differences. On the other hand, the research also uncovers multicultural practices evident in Trans-in Village, reflected in a harmonious and supportive communal life among its residents. These practices are driven by shared social-religious values embraced by the village inhabitants, and each community with different ethnic backgrounds develops these practices in response to the need for security as settlers with diverse socio-cultural backgrounds. This awareness emphasizes the importance of living in harmony, mutual respect, and solidarity, regardless of ethnic origins or religious affiliations.

However, challenges exist in implementing the multicultural education approach, particularly concerning the teaching materials for Islamic Education in high schools. The materials tend to be exclusive, especially in theological aspects. Additionally, the textbooks used do not fully teach students to appreciate diversity and equality, but instead emphasize an inclusive and pluralistic perspective. Although various religions and cultures have been included in the curriculum, improvements are still needed to enhance understanding and acceptance of diversity within the subject matter.

Shofan [6] states that the effort to cultivate theological and social awareness, where individuals exist in a diverse environment of different ethnicities, races, religions, ethnicities, and other social diversities. Thus, this definition explains that pluralism is not only related to theological concepts but also to sociological aspects of individuals. Thus, this definition explains that pluralism is not only related to theological concepts but also to the social aspects of individuals. Pluralism is understood as an effort to develop awareness in both theological and social fields, by acknowledging and embracing the diversity that exists in society, including differences in ethnicity, race, religion, and other social factors. This definition emphasizes that pluralism encompasses a broader understanding of diversity that goes beyond the theological dimension. Eva Sofia Sari & Ningtias [7] propose that educational pluralism is a fundamental concept that needs to be instilled in students to achieve tolerance towards differences and diversity in the social context of society. This involves mutual respect, awareness, and tolerance that should be taught, especially in the development of learning.

Based on the above definitions, pluralism can be seen as an effort to form awareness in accepting differences, thereby generating theological and sociological consciousness. Putra [8] also expresses the understanding of pluralism as an effort that is not only focused on forming

normative theological consciousness but also social consciousness in an individual's environment. In the social sciences, pluralism is defined as an interaction framework where each group shows respect and tolerance towards one another, interacting without conflict or assimilation [7]

Pluralism serves as a means to develop an understanding and acceptance of differences, both from a theological and sociological perspective. It entails recognizing and valuing the diversity of cultures, religions, and ideologies within a society. Theologically, pluralism emphasizes the importance of respecting and acknowledging varying beliefs and religious practices. It recognizes that there is no single religion that holds exclusive truth, but rather multiple paths or spiritual understandings that lead to a higher power. Tolerance, mutual respect, and interfaith cooperation are key values promoted by pluralism. Sociologically, pluralism involves acknowledging the existence of social, cultural, ethnic, and worldview differences within a community. It emphasizes the significance of appreciating diverse identities and experiences among individuals and groups within society. This entails respecting differences in language, customs, traditions, and values embraced by these groups. Pluralism in the sociological context encourages a focus on social justice, equal rights, and the elimination of discrimination. By fostering theological and sociological consciousness centered around pluralism, society can become more inclusive and harmonious. Pluralism teaches the importance of treating all individuals and groups with respect, without perceiving their differences as barriers or threats. It promotes open-mindedness, cooperation between different groups, and the acceptance of differences as sources of enrichment and development. In the field of education, embracing a pluralistic approach can help shape younger generations capable of appreciating diversity, cultivating healthy intercultural relationships, and contributing to an inclusive and harmonious society.

Pluralism is an institutional form that accepts diversity in a society or the world as a whole. Pluralism upholds equality and fosters a sense of brotherhood among humans, both as individuals and as groups. Pluralism demands efforts to understand others and collaborate for the common good. Pluralism is protected by state and international laws. Ma'arif, [9] states that pluralism is an attitude of mutual understanding, comprehension, and respect for differences in order to achieve harmony among followers of different religions. Social harmony can be achieved if individuals and groups can embrace diversity, requiring clear bonds and commitments from each individual to create peace in society. According to Azra [10] multiculturalism is a perspective on various cultural policies in society that can be accepted. A multicultural society consists of several cultural communities with slight differences in their worldviews, meaning systems, values, social organization forms, histories, customs, and traditions.

Multiculturalism primarily emphasizes cultural equality, encompassing an understanding of differences and similarities without neglecting human values. Additionally, multiculturalism is a concept that recognizes living in diversity. Choirul Mahfud [11] suggests that, in the context of

multiculturalism, society should coexist with diverse cultures as a reality of life. Multiculturalism fundamentally emphasizes equality in culture, encompassing an understanding of both differences and similarities while not neglecting the values of humanity. It promotes the recognition and celebration of diverse cultural backgrounds, fostering an inclusive society where individuals from various cultural backgrounds are treated equally and respectfully.

Multiculturalism acknowledges that societies are composed of individuals with different cultural practices, beliefs, languages, and traditions. It highlights the importance of valuing and appreciating this diversity rather than seeking to assimilate or marginalize minority cultures. Multiculturalism recognizes that all individuals have equal rights and should be given opportunities to express their identities, maintain their cultural heritage, and participate fully in society. At the core of multiculturalism is the belief that diversity enriches a society and enhances the overall human experience. It encourages dialogue, understanding, and cooperation among different cultural groups, promoting social cohesion and harmony. By embracing multiculturalism, societies can benefit from the exchange of ideas, perspectives, and traditions, fostering creativity, innovation, and mutual respect. However, multiculturalism also recognizes the importance of shared values and common humanity. While celebrating diversity, it emphasizes the need for a common set of values that promote equality, tolerance, respect, and human rights. It seeks to bridge cultural differences and build bridges of understanding, promoting a sense of belonging and unity among individuals from diverse backgrounds.

In summary, multiculturalism underscores the importance of equality in culture, encompassing an understanding of differences and similarities while upholding the values of humanity. It advocates for the recognition, acceptance, and appreciation of diverse cultural backgrounds, fostering an inclusive society that values and respects individuals from all cultural backgrounds. By promoting dialogue, understanding, and cooperation, multiculturalism contributes to social cohesion, enriches societies, and strengthens the bonds between individuals of different cultures. From the above definitions, it can be concluded that multiculturalism is the recognition of cultural understanding manifested through mutual respect and appreciation of diversity.

a. *Pluralism and Multiculturalism in the Curriculum*

Multicultural education provides opportunities for students to play a role in fostering tolerance and peace in society to achieve a socially just civil society [12]. In Indonesia, a country with diverse population, nationalism is essential to be taught from an early age. National character values can be incorporated into daily teaching and learning processes through multicultural education [13]. Multicultural education offers alternatives through the implementation of educational strategies and concepts based on utilizing diversity in society. These educational strategies aim to enhance students' awareness to behave in a humanist, pluralistic, and democratic manner. Multicultural education, when applied in national education, is expected to become an

agent in society that bridges the gap amidst diversity. Based on the research above, it is suggested to incorporate multicultural education into the existing curriculum not only at the conceptual level but also at the practical level, making it a cultural

b. *Pluralism and Multiculturalism through the Internalization of Indonesian Culture in Education*

According to Qodir [14], the villagers of Trans-Dalam practice multiculturalism due to the shared local values and wisdom they possess. Each community with different ethnic backgrounds develops these practices, closely related to their need for security as newcomers. According to Masamah & Huda [15] cultural differences should be a means to strengthen brotherhood, not a basis for differentiation. The idea of multiculturalism in Indonesia is rooted in Islam as its foundation. Through multicultural education, it is hoped that teachers can foster awareness and understanding in students to appreciate the values of justice, democracy, humanity, and pluralism. Ikhsan & Giwangsa [16] explain that Indonesia is a multicultural country in terms of ethnicity, religion, culture, and regional languages from Sabang to Merauke. This diversity is a blessing for the Indonesian nation, but the inability to manage differences can lead to conflict. Multicultural education is necessary so that society not only knows about existing diversity but also adopts a practical and positive attitude towards it. Therefore, multicultural education needs to be instilled from an early age in the next generation of our nation so that they can maintain national unity amidst existing differences. Multicultural education is crucial to realizing Indonesian nationalism, which consists of individuals who can restrain themselves from social prejudice that can lead to conflict. Based on the above research, the idea of internalizing Indonesian culture into education and all elements of the education process is necessary. It should go beyond conceptual frameworks and delve into cultural norms as a foundation for social life.

c. *Pluralism and Multiculturalism in the Digital Era*

According to Widiyanto [2], pluralism is an attitude that the younger generation must embrace in this modern era. There are internal factors such as intelligence, individuality, and attitudes, as well as external factors like social media that influence this attitude. This is also in line, who states that social media can be both a unifying and conflicting force. This can be observed through the information provided. Social media can influence cultural intelligence, where information can have both positive and negative effects. This is also based on UNICEF's research, which shows that 30 million children and adolescents misuse information on social media. A receptive attitude towards differences cannot be fostered if the information obtained is incorrect, highlighting the need for the involvement of all elements to prevent this. Based on the above research, it is necessary to take steps to instill diversity values in students and control social media, as they impact national unity. Pluralism and Multiculturalism in Textbooks

In his study, Pahmuddin [17] explains that pluralistic education emphasizes understanding and acceptance of differences, while multicultural education focuses more on cultural diversity. Thus, the process of pluralistic-

multicultural education is an effort to teach diversity and culture within socio-cultural changes. Through his research, Pahmuddin [17] suggests that the teaching materials in Islamic education textbooks for high school level are still exclusive, particularly in terms of theology. Additionally, the textbooks do not emphasize appreciating diversity and equality, but rather focus on inclusive and pluralistic thinking, despite the inclusion of various religions and cultures in the curriculum. However, the importance of respecting differences is presented merely as a cultural aspect, not as a belief. This makes it difficult for students to understand and respect others' beliefs. Based on the research above, it is necessary to reevaluate the media or teaching materials used to instill diversity values in students

IV. CONCLUSIONS

Education based on pluralism and multiculturalism helps address the diversity issues in Indonesian society. By teaching students to respect diversity and embrace values of justice, democracy, humanity, and pluralism, conflicts arising from differences can be minimized. Integrating these values into the curriculum, teaching methods, and social media creates an inclusive learning environment and fosters a profound understanding of diversity. This education shapes a tolerant, open-minded generation ready to face global challenges in the era of 5.0.

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